DOCUMENT RESUME

ED 079 904 EC 052 318

TITLE	A Developmental Language Program.
INSTITUTION	Los Angeles City Schools, Calif. Div. of Special Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 72
GRANT	OEG-9-9-147201-0062
NOTE	469p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	*Curriculum Guides; *Exceptional Child Education; Handicapped Children; *Instructional Materials; Language Arts; *Language Development; *Sequential Learning; Testing
IDENTIFIERS	California; Los Angeles

ABSTRACT

Presented is the complete developmental language program of the special education division for the Los Angeles unified school district including a listing of language sequences, a manual of information, informal assessment inventories, recording forms, and a guide to instructional materials. The language sequences are instructional objectives arranged by 19 levels from birth to 10 years to aid in the individualization of instruction and are divided into the four language aspects of phonology, morphology, syntax, and semantics. The manual describes the program (including validation information), gives procedures for using the program (such as pupil assessment), offers a glossary of technical terms, and presents sample record keeping forms. An instructional materials information list provides information on instructional materials and activities in terms of language aspect, level, type, title, source, author, and local availability. The major portion of the document consists of detailed informal inventory activities at 19 levels of the four language strands. (DB)

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A DEVELOPMENTAL LANGUAGE PROGRAM

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LOS ANGELES UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DIVISION
450 NORTH GRAND AVENUE
LOS ANGELES, CALIFORNIA

A DEVELOPMENTAL LANGUAGE PROGRAM

Contents of Kit:

1. Language Sequences
2. Manual of Information
3. Informal Assessment Inventories
4. Recording Forms (for duplication see Manual Appendices C-1, D, E-1)
5. Instructional Materials Information List or Guide

REVISED EDI N

LOS ANGELES UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

450 North Grand Avenue
Los Angeles, California

COMMUNICATIONS SEQUENCE: LANGUAGE

Developmental Sequences in Language from Birth to Ten Years

June, 1972

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TITLE III ESEA, P.L. 89-10
Amended by 90-247
OEG9-9147201-0062
Assessment Service Centers for the Handicapped

INTRODUCTION

The Sequences are instructional objectives arranged by levels for the purposes of individualizing instruction. They provide the teacher with guidelines for planning appropriate instruction for all pupils.

The Language Sequences are developed according to child development levels that span from birth to 10 years of age. They are subdivided into strands to include the four aspects of language: Phonology, Morphology, Syntax and Semantics.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
0	1. Vocalizes in reaction to pleasant /unpleasant or external experiences.* 2. Babbles. Repeats sounds or sound combinations that he hears. 3. Uses echolalia. Acoustic awareness of other persons. Sounds used are confined to those of his linguistic environment. (i.e. Eng. or Fr.)* 4. Uses words (approximations) along with unintelligible jargon.* 5. Shows discrimination, in a broad way, among different patterns of expression in intonation.* 6. Scribbles spontaneously. 7. Pats pictures in a book.	1. Uses jargon or inflected flow of sounds that seem like sentences.* 2. Single words function as meaningful phrases or sentences.* 3. Repeats stereotyped phrases. ex: "Want up" or "All gone."* 4. Echoes phrases and sentences heard.* *Items to be evaluated by observation.	1. Turns head deliberately and immediately to bells. 2. Will give a toy on request. 3. Responds to his name.* 4. Is able to pat-a-cake. 5. Can obey a single command when it is accompanied by a gesture.	1. Is able to use or imitate onomatopoetic sounds. 2. Is able to imitate words. 3. Is able to use true words in spontaneous speech.* 4. Verbal responses are usually accompanied by gesture.* 5. Is beginning to be able to form occasional two word phrases.* 6. Is able to use the word "no".*

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
1	1. Uses words that have good initial consonants but not necessarily final consonant (/n/, /m/, /p/). 2. Uses stress and intonational patterns in utterances.* 3. Scribbles but marks go off the page.	1. Begins to use determiners. ex: "a car."* Begins to use adjectives. ex: "big car".* Begins to use demonstratives. ex: "this car."* Begins to use possessive pronouns. ex: "my car".* 2. Uses jargon with a few true words. (Jargon is a flow of sounds with good inflectional flow as in English, but may or may not contain one or more true words.)* 3. Uses two word noun phrase. ex: "daddy car."* 4. Uses two word verb-phrase. ex: "me go."* 5. Combines 2-3 words spontaneously.*	1. Is able to point to one picture correctly. 2. Is able to understand simple questions. 3. Is able to follow simple instructions with gestures. 4. Is able to use gesture language to the point of using the index finger to indicate wants or comprehension of what is said to him. 5. Is beginning to be able to identify body parts of a doll.	1. Vocabulary increases. (10 words, plus names and jargon.)* 2. Names a few common objects. 3. Names one picture correctly. 4. Refers to self by given name.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
	1. Uses words that have good initial consonants and some frequently used medial and final consonants. /n/, /m/, /p/.	1. Uses possessives but may often use substitution of another possessive form. ex: "my car, me car."*	1. Begins to obey prepositions & prepositional phrases.	1. Is able to use gestures to demonstrate the use of common objects.*
2	2. Is able to do some sound blending.	2. Uses more adjectives, including quantitative adjectives. ex: "more, no more".*	2. Understands little/big.	2. Is able to verbalize his own actions.*
	3. Uses intonational patterns generatively.*	3. Uses past tense of irregular verbs (saw) before the past tense of regular verbs (played).*	3. Identifies body parts using a doll.	3. Is able to use sentence containing 3-4 words.*
	4. Confines scribbling to the page.	4. Uses some incomplete sentences. ex: "that my car", "my car broken".*	4. Responds to simple commands.	4. Is able to use a vocabulary of 50+ words.
	5. Imitates a vertical line.	5. Includes a determiner to phrase. ex: "put away the car."*		5. Is able to use the pronoun I. me, you. (Although not always correctly.)
	6. Imitates a horizontal line.	6. Uses 2 word negative phrase. ex: "not right, not go, no want"*		
		7. Forms some plurals by adding "s". ex: "books".		
		8. Is able to repeat a sentence from 3-4 syllables.		

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
3	1. Uses words that should have good initial, medial and final consonant sounds. (/n/m/w/p/h/). 2. Increases ability to blend sounds. 3. Repeats some melody patterns. 4. Recognizes environmental sounds. 5. Copies a vertical line. 6. Copies a horizontal line. 7. Copies a circle. *Items to be evaluated by observation.	1. Uses modals: can, may, will. 2. Uses forms of "do". 3. Uses 3rd person singular present. 4. Uses part tense of verbs. (Regular and/or irregular.) 5. Increases use of plurals of nouns. 6. Uses contractions. ex: "it's a, there's a." 7. Increases correct use of possessives. 8. Expands simple sentences with "and". ex: "I want cookies and candy and cake." 9. Uses compound sentences. ex: "I went to the store and bought some milk." 10. Begins to use complex sentences by adding clauses at the end. ex: "I know what he will do." 11. Uses locator. ex: "there" (There the big car.) 12. Uses some "wh" questions but not always in complete sentences. ex: "where he go."* 13. Is able to repeat a sentence of 6-7 syllables.	1. Understands "who" and "what". 2. Begins to obey prepositions and prep. phrase. 3. Begins to understand cause and effect. 4. Is able to understand simple relationships by pointing. 5. Is able to identify body parts by pointing. 6. Understands "long" and "short" (size conservation). 7. Recognizes actions in pictures. 8. Recalls specific word order in stories.	1. Gives full name. 2. Can identify his own sex. 3. Can look at a picture and spontaneously name 3 items. 4. Uses 4+ word verbal response.* 5. Recognizes time. 6. Shows auditory judgment.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflection and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
4	1. Uses words that should have good initial, medial and final consonants: /k/, /f/, /b/, /g/. 2. Differentiates likenesses and differences in sounds in similar words. 3. Increases ability to blend sounds. 4. Repeats melody patterns. 5. Uses contrastive stress. 6. Copies right oblique line. 7. Copies a cross. 8. Draws at least two recognizable forms with pencil or crayon. 10. Uses simple questions. Ex: "Are you nice?" 11. Is able to repeat a sentence of from 12-13 syllables.	1. Begins to use auxiliary verbs in present participle construction. ex: "is flying, is walking". 2. Uses derivational endings for nouns. ex: "farm/farmer ". 3. Uses comparative form of the adjective. ex: "big/bigger ". 4. Usually uses singular and plural nouns correctly. ex: "ball/balls, coat/coats ". 5. Usually uses noun-verb agreement. ex: "The cat plays." "The boys jump." 6. Uses complete simple sentences beginning with there, it, this, here, and places noun at the end of the sentence. ex: "There is the car." 7. Uses complete simple sentence ending with locator (there) or adjective (broken)(good). ex: "Daddy is here." "The cookie is good." 8. Separates the verb from the adverb. ex: "He took if off." "He pulled her slowly." 9. Substitutes a pronoun in place of the subject in a compound sentence. "David saw the bicycle and he was happy."	1. Obeys four prepositions. 2. Is able to demonstrate an increased understanding of cause and effect. 3. Is able to follow three consecutive commands. 4. Is able to use gestures to show action. 5. Is able to identify an increasing number of body parts using himself as a reference. 6. Recognizes object pronouns, him/her/them.	1. Is able to make broad categorization. ex: food, animals. 2. Talks while he builds, draws.* 3. Is able to use opposite analogies. 4. Can verbalize awareness of senses. 5. Uses 5+ word verbal response.* 6. Shows auditory judgment.* 7. Deals verbally with nonpresent situations. "What cries?" 8. Can look at picture and name action.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
5	1. Uses words with correct initial, medial and final consonants most positions, as well as consistently correct use of sounds described in levels 3 & 4, /d/, /y/. 2. Increases ability to blend sounds. 3. Indicates attentive auditory imitation. 4. Discriminates auditorially likenesses and differences in paired words. 5. Copies a square. 6. Copies left oblique line.	1. Uses most possessives correctly. 2. Understands singular and plural of be. 3. Uses future/present/past tense. ex: "will jump, jumps, jumped". 4. Incorporates infinitives into the sentence. ex: "I want to eat an apple." 5. Uses "so" conjunction. ex: "He saw him so he hit him." 6. Uses "if" conjunction. ex: "I'll give it to you if you want it." 7. Uses "cause" conjunction. ex: "He'll eat it because it's good." 8. Is able to repeat a sentence of from 12-13 syllables. Sentences more complex.	1. Is able to make expanded use of gesture to describe a non-present situation. 2. Is able to understand first, last and middle. 3. Understands the concept of same and different. 4. Begins to use classification.	1. Can tell his age. 2. Uses pronouns she, he, they. 3. Names familiar colors correctly. 4. Can name 2-3 coins correctly. 5. Uses 5+ word verbal responses. 6. Shows auditory judgment.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflection and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
4	1. Uses words that should have good initial, medial and final consonants: /k/, /f/, /b/, /g/. 2. Differentiates likenesses and differences in sounds in similar words. 3. Increases ability to blend sounds. 4. Repeats melody patterns. 5. Uses contrastive stress. 6. Copies right oblique line. 7. Copies a cross. 8. Draws at least two recognizable forms with pencil or crayon. 10. Uses simple questions. Ex: "Are you nice?" 11. Is able to repeat a sentence of from 12-13 syllables.	1. Begins to use auxiliary verbs in present participle construction. ex: "is flying, is walking". 2. Uses derivational endings for nouns. ex: "farm/farmer ". 3. Uses comparative form of the adjective. ex: "big/bigger ". 4. Usually uses singular and plural nouns correctly. ex: "ball/balls, coat/coats ". 5. Usually uses noun-verb agreement. ex: "The cat plays." "The boys jump." 6. Uses complete simple sentences beginning with there, it, this, here, and places noun at the end of the sentence. ex: "There is the car." 7. Uses complete simple sentence ending with locator (there) or adjective (broken)(good). ex: "Daddy is here." "The cookie is good." 8. Separates the verb from the adverb. ex: "He took if off." "He pulled her slowly." 9. Substitutes a pronoun in place of the subject in a compound sentence. "David saw the bicycle and he was happy."	1. Obeys four prepositions. 2. Is able to demonstrate an increased understanding of cause and effect. 3. Is able to follow three consecutive commands. 4. Is able to use gestures to show action. 5. Is able to identify an increasing number of body parts using himself as a reference. 6. Recognizes object pronouns, him/her/them.	1. Is able to make broad categorization. ex: food, animals. 2. Talks while he builds, draws.* 3. Is able to use opposite analogies. 4. Can verbalize awareness of senses. 5. Uses 5+ word verbal response.* 6. Shows auditory judgment.* 7. Deals verbally with non-present situations. "What cries?" 8. Can look at picture and name action.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
5	1. Uses words with correct initial, medial and final consonants most positions, as well as consistently correct use of sounds described in levels 3 & 4, /d/, /y/. 2. Increases ability to blend sounds. 3. Indicates attentive auditory imitation. 4. Discriminates auditorially likenesses and differences in paired words. 5. Copies a square. 6. Copies left oblique line.	1. Uses most possessives correctly. 2. Unddrstands singular and plural of be. 3. Uses future/present/past tense. ex: "will jump, jumps, jumped". 4. Incorporates infinitives into the sentence. ex: "I want to eat an apple." 5. Uses "so" conjunction. ex: "He saw him so he hit him." 6. Uses "if" conjunction. ex: "I'll give it to you if you want it." 7. Uses "cause" conjunction. ex: "He'll eat it because it's good." 8. Is able to repeat a sentence of from 12-13 syllables. Sentences more complex.	1. Is able to make expanded use of gesture to describe a non-present situation. 2. Is able to understand first, last and middle. 3. Understands the concept of same and different. 4. Begins to use classification.	1. Can tell his age. 2. Uses pronouns she, he, they. 3. Names familiar colors correctly. 4. Can name 2-3 coins correctly. 5. Uses 5+ word verbal responses. 6. Shows auditory judgment.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
6	1. Uses words that should have good initial, medial and final consonants (/d/, /y/) all of the time, as well as consistently correct use of sounds described in levels 3 & 4. May be using consonants (/l/, /l blends/, /ng/, /t/, /r/, r blends/, /dj/, and /ch/ most of the time. 2. Increases ability to blend sounds. 3. Imitates and repeats variations in pitch. 4. Can discriminate auditorially likenesses and differences in paired words. 5. Holds a pencil with an adult grip. 6. Is able to trace over a diamond. 7. Is able to copy a triangle. 8. Copies oblique cross. 9. Copies 3 line cross. 10. Is able to print two words correctly.	1. Uses passive tense. ex: "The dog was chased by the boy." 2. Uses "wh" questions in complete sentences. ex: "When are you going?" "Where are you going?" 3. Uses negatives in complete sentences. ex: "He isn't a good boy." 4. Uses Do plus the negative. ex: "I don't see a car." 5. Uses conjunction in the subject. ex: "The car and the truck can go." 6. Uses more possessives accurately. ex: "I'm writing daddy's name."	1. Continues to make expanded use of gesture to describe a non-present situation. 2. Is able to identify an increasing number of body parts using himself as a referent.	1. Can define a noun. 2. Is able to give a descriptive comment regarding a composite picture. 3. Is able to comprehend increasingly complex questions. 4. Begins to be able to verbalize relationships. 5. Can name eye, elbow, thumb. 6. Understands the concepts of bigger and more with verbal directions only.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 7	1. Blends English language sounds to form words by aural stimulation. 2. Discriminates letters of the alphabet, aurally. 3. Listens and supplies rhyming words. 4. Matches letters of the alphabet. 5. Recognizes and writes small letters. 6. Recognizes and writes capital letters. 7. Writes own first name from memory.	1. Uses past tense verb forms appropriately: see-saw, come-came, give-gave, write-wrote. 2. Selects singular and plural forms of verbs. Is and are. 3. Uses descriptive words to classify. 4. Chooses exact words of description (adjectives). 5. Uses structure words in creating stories about pictures.* a) Uses determiners b) Prepositions c) Conjunctions d) Auxiliary	1. Discriminates between complete & incomplete sentences.* 2. Supplies missing words to complete sentences. 3. Identifies the first part of a sentence as "what" (noun phrase). 4. Identifies last part of sentence as showing "What happened" (verb phrase). 5. Repeats fifteen syllables in a meaningful sequence. 6. Understands passive constructions.	1. Answers specific questions about pictures. 2. Interprets pictured action. 3. Identifies sequential order of pictures. 4. Creates conversation suggested by a picture using a theme or plot.* 5. Suggests events that may have preceded a picture episode.* 6. Anticipates outcomes of a pictured happening.* 7. Illustrates the concept of opposites (big-little etc.) 8. Carries out directional commands. 9. Uses sentences that average 6 words in length.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 8	1. Recognizes likenesses and differences in beginning sounds. 2. Identifies voice pitch changes. 3. Recognizes likenesses and differences in final sounds. 4. Recognizes differences in vowels. 5. Listens and supplies rhyming words. 6. Indicates attentive auditory imitation. 7. Copies words, phrases and sentences from charts, books, and other sources. 8. Copies surname. 9. Identifies capital letters in name, initials and for the pronoun "I".	1. Identifies singular and plural noun forms. 2. Identifies singular and plural pronouns. 3. Indentifies the action described in pictures. 4. Uses comparisons-- "er" and "est". 5. Adds 's' to form plural nouns.	1. Recognizes and uses possessive pronouns. 2. Associates a sentence with a group of words that express an idea.* 3. Unscrambles sentences to form correct subject, verb, object order. *Items to be evaluated by observation.	1. Names objects within a general classification. 2. Understands daytime and nighttime. 3. Makes up stories, often full of fantasy. 4. Makes reports using what, when, where, how.* 5. Recognizes differences between objects. 6. Tells of what he thinks and feels.* 7. Identifies the relationship described by a preposition. 8. Makes abstract relationships through listening, speaking, reading.*

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 9	1. Uses consonants in words: /l/, /l blend/, /ng/, /t/, /r/, /r blend/, /dz/, /ch/ in medial and final positions 2. Discriminates letters of the alphabet aurally. 3. Establishes concept of "Alphabetical order". 4. Writes correctly-spelled, short, familiar words (mostly nouns) from memory. 5. Copies directional arrows.	1. Increases vocabulary of descriptive words through poetry.*	1. Uses capital letters for first word of sentence. 2. Distinguishes between questions and statements. 3. Uses a question transformation. *Items to be evaluated by observation.	1. Uses words of classification in oral expression.* 2. Tells factual stories.* 3. Dramatizes situations depicted in pictures.* 4. Solves riddles. 5. Writes captions for pictures.* 6. Answers specific questions after listening to a story.*

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 10	1. Recognizes long and short vowels in words. 2. Discriminates between initial single consonant sounds and blends. 3. Discriminates between rhyming and non-rhyning words. 4. Detects differences in paired words. 5. Copies two-dimensional rings.	1. Uses ing to form new word. 2. Uses regular and irregular verb forms.	1. Uses complete sentences.* 2. Uses sentences of description.	1. Uses terms first, second, third, fourth. 2. Selects words that are similar in meaning - synonyms. 3. Uses multimeaning of words.* 4. Uses figurative language. a) Uses words to develop mental pictures. b) Uses words relating to sensory imagery. 5. Tells the month of birthday. 6. Identifies colors: red, black, brown, yellow, green, white, blue.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 11	1. Indicates attentive auditory imitation. 2. Recognizes likeness and difference in beginning sounds and/or letters. 3. Identifies final consonant letters and sounds. 4. Identifies words beginning with vowels. 5. Identifies words containing a given vowel. 6. Imitates rhythm patterns. 7. Increases ability to blend sounds. 8. Unscrambles letters in words. 9. Writes capital letters in alphabetical order. 10. Correctly forms spaces, letters, words and numbers.	1. Forms regular plurals by adding "s" to nouns. 2. Uses subject pronouns for nouns. 3. Uses contractions. 4. Creates sentences using past tense. 5. Forms and pronounces words ending in "ing". 6. Forms compound words. 7. Adds "s" to words for subject and verb agreement. 8. Identifies question words.	1. Writes basic sentences. 2. Identifies period and question mark as signalling the end of a sentence. 3. Names self last in sentences.	1. Recognizes and uses opposites. 2. Invents a story with topic suggested. 3. Relates ideas in a sequence when telling experiences. 4. Participates in oral discussions in class-e.g. "show/tell."* 5. Listens to riddles and guesses answers. 6. Participates in dramatization, charades, poems, stories, etc.* 7. Names the street where he lives.

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STRAND	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 12	1. Recognizes written digraphs /th/, /ch/, /sh/.	1. Uses present and past tense of "be".	1. Identifies sentences.	1. Writes very short stories with teacher (or other) support as needed.*
	2. Locates words in a picture dictionary.*	2. Creates oral sentences with possessives.	2. Transforms questions.	2. Makes inferences.
	3. Substitutes initial consonants to form new words.		3. Recognizes and uses negatives.	3. Uses details in description.
	4. Substitutes medial vowel to change word: lick-lock.		4. Uses plurals appropriately.	4. Identifies similarities between objects.
	5. Writes the numbers 1-30.			5. Makes up simple riddles.
	6. Writes words in alphabetical order by first letter.			6. Describes creatively through personification.
	7. Copies a sentence correctly using correct punctuation.			7. Identifies question words.
	8. Uses commas in writing dates.			8. Tells a story about a picture answering wh-questions: "who", "why", "what", "where", "when".
				9. Recognizes homonyms.
				10. Writes the names of colors to dictation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 13	1. Detects differences in paired words. 2. Discriminates between rhyming and non-rhyming words. 3. Rhymes words orally. 4. Identifies single consonant sounds and blends. 5. Finds a word in a non-picture dictionary. 6. Uses an index to find a reference.* 7. Writes digraphs. 8. Uses capitalization in names, initials and titles. 9. Writes on chalk board without using guidelines.*	1. Recognizes two- syllable words auditorially. 2. Recognizes 's as possessive construction form.	1. Expands sentences. 2. Repeats complex sentences. 3. Arranges scrambled words in order to make a sentence. 4. Uses prepositions: beside, between, on, in, under, behind. 11. Recognizes and uses synonyms. 12. Uses adjectives to describe characters.	1. Tells a story suggested by a picture; invents an ending.* 2. Gives oral book reports.* 3. Retells unfamiliar story after hearing it read once. 4. Names dime, quarter and dollar. 5. Recites personally appealing poetry.* 6. Uses descriptive language relating to sensory perception. 7. Uses multi-meaning words or words in new contexts. 8. Supplies opposites to make a verse. 9. Uses adjectives to describe feelings. 10. Recognizes concepts of space: a) center, b)forward, c)separate.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 14	1. Uses the following consonant sounds correctly in the initial, medial and final positions (as well as all sounds listed at previous levels); /sh/, /z/, /th/, /v/, /s/, /s-blends/. 2. Recognizes digraphs. 3. Identifies words that have same vowel sounds but different spellings. 4. Identifies written consonant blends. 5. Recognizes long and short vowels. 6. Begins to spell words of irregular spellings. 7. May begin to use cursive letter forms in writing.	1. Identifies and uses contractions. 2. Eliminates gross error (hisself, theirselves, runned.) 3. Can divide words into syllables.	1. Writes complex sentences.* 2. Uses exclamation marks. 3. Repeats sentences of 16-18 syllables. 4. Transforms questions. 5. Transforms negatives.	1. Uses homonyms. 2. Participates in group discussions.* 3. Uses concepts of right and left. 4. Creates dialog for role playing. 5. Understands analogy. 6. Has reciprocal understanding of family relationships. 7. Names days of the week. 8. Names months of the year.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 15	1. Relates sound system to spelling systematically. 2. Blends sounds to make words. 3. Copies circle and tilted square. 4. Uses manuscript writing skills: a) vertical lines b) well-spaced letters c) letters resting on base line, etc. 5. Organizes words in alphabetical order: a) beginning with different letters b) beginning with the same letter c) beginning with the same first, second, third letters 6. Uses a capital letter for the first word in sentences. 7. Uses end of sentence punctuation. 8. Observes conventions of writing proper nouns, titles, abbreviations.	1. Identifies noun and determiner word classes. 2. Discriminates between common and proper nouns. 3. Identifies the verb as a class word in each predicate.	1. Identifies sentences. 2. Identifies the subject of a basic sentence. 3. Substitutes subjects of different kinds into sentence patterns. 4. Identifies the predicate of a basic sentence.	1.* Uses context clues to arrive at meanings of new words from written contents.* 2. Develops paragraph form and narrative content (indents).

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 16	1. Identifies rhyming words as having similar sound and stress. 2. Detects differences in paired words. 3. Copies a vertical diamond. 4. Begins the transition from manuscript to cursive writing (if not already accomplished at level 14)*	1. Discriminates between singular and plural subjects. 2. Discriminates between simple and "s-form" of verbs. 3. Uses "s-form" of verb with singular subjects. 4. Uses simple form of verb with plural subjects. 5. Writes personal pronouns used as subjects of sentences. 6. Identifies indefinite pronouns. 7. Uses 5 kinds of subjects: personal pronoun, proper noun, determiner and common noun, common noun alone, indefinite pronoun.	1. Interprets meaning through pronoun reference. 2. Uses pronoun agreement. 3. Identifies a group of words used as the noun phrase. 4. Identifies a noun phrase that functions as subject of a sentence. 5. Identifies a noun phrase that functions as an object of the verb. 6. Identifies a noun phrase that functions as an object of a preposition.	1. Identifies 1 similarity and 1 difference for each word pair. 2. Listens for subtlety of meaning as expressed through poetic forms and multiple word meanings.* 3. Broadens vocabulary to include synonyms. 4. Broadens vocabulary to include antonyms. 5. Broadens vocabulary to include simple analogy. 6. Broadens vocabulary to include simple metaphor.

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning
LEVELS 17	1. Uses voiced/th/ in initial, medial, final positions - and/wh/in initial and medial position. (Also all previous sounds.) 2. Identifies short vowels in words by listening for the sounds. 3. Identifies initial single consonants and consonant blends. 4. Discriminates between rhyming and non-rhyming words. 5. Writes short sentences from dictation. 6. Capitalizes days and months. 7. Employs conventions of date writing. 8. Writes special plural forms of nouns ending in ch.	1. Forms the mutation plurals (men, feet, teeth, mice, women, geese). 2. Identifies "be" forms in the verb position. 3. Writes with subject-"be" agreement. 4. Forms the past tense of verbs.	1. Corrects word order in relative clauses.	1. Listens critically for precise meanings.* 2. Reads with expression to convey meaning.*

*Items to be evaluated by observation.

COMMUNICATIONS SEQUENCE: LANGUAGE

STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms)	3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)
LEVELS 18	1. Identifies rhythmic sound patterns. 2. Identifies short and long vowel sounds. 3. Identifies two-letter consonant combinations by sound-clues. 4. Divides words into syllables. 5. Copies tilted triangles. 6. Observes basic handwriting skills. 7. Spells irregular "f" plurals. 8. Writes contractions using pronouns with a form of "be". 9. Forms plurals of nouns ending in "y". 10. Writes a simple form of letter including date, salutation, short body and signature.	1. Forms past tense of irregular verbs. 2. Identifies adjectives as a word class. 3. Identifies noun phrase as a complement. 4. Identifies the use of adjectives following "be". 5. Identifies adverbials of place. 6. Writes two sentences in one by using the possessive transformation. 7. Identifies prepositions in prepositional phrases. 8. Uses pronouns with a form of "be" + ing.	1. Forms correct "ask-tell" constructions. 2. Uses pronouns in various syntactic structures: subject object possessive *Items to be evaluated by observation.	1. Dramatizes stories.* 2. Vocabulary expands to new areas of study: prose and poetry, science, social studies math, physical education. 3. Defines words from root meanings. 4. *Demonstrates increasing understanding of prose and poetry with the expansion of vocabulary. 5. Identifies familiar grammatical structures in poetry and prose for increased comprehension of literary form.* 6. Writes simple reports.* 7. Gives oral book reports.*

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

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ACKNOWLEDGMENTS

These developmental sequences, known as the

COMMUNICATIONS SEQUENCE: LANGUAGE

have been made possible by the many people who have given generously of their time and effort.

Grateful acknowledgment is expressed by the Special Education Branch, Los Angeles Unified Schools, to the following Speech and Hearing Specialist Teachers who contributed valuable assistance in the development of the Language Sequences and Informal Inventories in Language, 1972 edition:

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Sincere appreciation is expressed to Mr. E. P. Willenberg, Assistant Superintendent, Director, Special Education Branch, and Dr. Dorothy B. Carr, Assistant Director, for the opportunity to engage in this project.

Special recognition is given to Mrs. Pearl Mary Clark, project coordinator, and the members of her advisory and editorial committee for their dedicated efforts during the project year.

The Special Education Branch expresses its indebtedness to the many principals, speech and hearing specialist teachers and classroom teachers who contributed valuable written and oral suggestions for this Revised Edition.

Special acknowledgments are proferred for the contributions of members of the Special Education Branch instructional program staff for their involvement in the overall project: Beverly A. Bell, Reading Consultant; Keith Sharpe, Mathematics Consultant; Mildred Shehorn, Consultant; Beverly Presser, Louise Harris, Robert Penrose, Ralph Olson; Warren Griffin, Media Consultant for the Deaf; Norbert Castel de Oro, Consultant, Instructional Materials; Joan Carter and Jack Press, Media Consultants.

Finally, special appreciation is expressed to Patrick F. Estes, Coordinator, Specially Funded Programs, Special Education Branch, for his valuable assistance at all stages of this project.

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MANUAL OF INFORMATION

COMMUNICATIONS SEQUENCE: LANGUAGE

A DEVELOPMENTAL LANGUAGE PROGRAM

JUNE, 1972

Title III ESEA, P.L. 89-10

Amended by 90-247

OEG9-9147201-0062

Assessment Service Centers for the Handicapped

Preface

In response to the concerns of teachers about individualizing instruction, the Special Education Division of the Los Angeles Unified School District assigned a Task Force of Speech and Hearing Specialists to a research project with the purpose of writing a sequenced curriculum in language development. Such a sequenced curriculum has been developed in the areas of reading and mathematics, as well.

The result is a system for individualized instruction in language development which attempts to combine current views on child growth and development and linguistic theory. It may be used by the teacher in the classroom, by the Speech and Hearing Specialist, or by both in a team approach.

The Developmental Language Program provides the teacher with guidelines for planning appropriate language instruction. It provides the Speech and Hearing Specialist with a point of reference in planning with classroom teachers for individual students.

The four components of the Developmental Language Program include the Language Sequences, an Informal Assessment Inventory, a Record Keeping System, and an Instructional Materials Information List.

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Part 1. A DEVELOPMENTAL LANGUAGE PROGRAM

I. DEFINING PROGRAM COMPONENTS AND ELEMENTS

Language Sequences: Instructional objectives arranged by levels for the purposes of individualizing instruction in language.

Strand: Area of instruction.

1. Phonology:
   The study of the basic units of sound that make up morphemes, words and sentences; that is, the sound system.

2. Morphology:
   The study of the patterns of word formation including inflections and derivational forms; the grammar of the language.

3. Syntax:
   The study of the patterns of formation of phrases and sentences composed of words; the word order.

4. Semantics:
   The study of different meanings of words and the changes in their meaning and form; understanding the language.

   a) Receptive Semantics: Input of information through the sensory modalities, i.e. auditory, visual, tactile.

   b) Expressive Semantics: Verbal, gestural and written output of information.

Level: Developmental steps from birth to 10 years of age.

Item: An instructional objective.

SLI: Refers to Strand, Level and Item; used as a code for retrieval.

Informal Inventory in Language: A non-standardized test for the evaluation of a child's language development, correlated to the sequences by Strand, Level and Item.

Daily Sequence Checklist (DSC): Record Sheet for recording test results; gives an individual pupil's profile which shows levels of mastery.

Instructional Materials Information List: Suggested instructional materials correlated to the sequences by Strand, Level and Item.

II. VALIDATING THE PROGRAM

A. Objectives

The Developmental Language Program, sequences and informal inventories, were field tested in the Los Angeles Unified School District to determine:

1. Validity of objectives and inventory items at selected developmental levels.
2. Suitability and clarity of test directions for each item.
3. Appropriateness of inventory page layouts at each level.

B. Procedure

The inventories were administered by Speech and Hearing Specialists to pupils whose birth dates correlated with developmental age levels of the Language Sequences. Each Specialist tested four pupils, one at each grade level: K, 1st, 2nd, 3rd, or developmental levels 4 through 18. Schools from a range of socio-economic areas were included.

Fifty-eight (58) boys and sixty-eight (68) girls were tested for a total of 126 pupils. The following levels were tested:

Grade Levels	Inventory Levels	Students	
K	4-5-6	15 Boys	16 Girls
1st	8-9-10	15 Boys	17 Girls
2nd	12-13-14	14 Boys	17 Girls
3rd	16-17-18	14 Boys	18 Girls

Each Specialist began the testing at a middle inventory level for each grade (example: K - Level 5) and then tested up or down one level, depending on the responses of the pupil.

C. Results

An item analysis resulting from the field testing indicated the following revisions in the sequences and informal inventories:

1. Deletion or correction of inappropriate items.
2. Clarification of selected test item directions.
3. Rearrangement of pictures and page layouts.
4. Simplification of pictures.
5. Clarification of the numbering system.
6. Addition of new items.

III. LANGUAGE SEQUENCES

The first component is the Language Sequences. The Language Sequences are instructional objectives arranged according to child development levels from birth to about 10 years of age. They are subdivided into strands to include the four aspects of language: Phonology, Morphology, Syntax, and Semantics.

A. Strands: Scope and Content

The strands are shown by number and name across the top of each page of the sequences and represent the scope and content of the sequences. (Appendix A)

Strand 1 is Phonology.

Content: Skills included at each level under Phonology are arranged in the following order: Articulation development, auditory skills, visual integrative skills for reading readiness and the development of handwriting and spelling skills.

Strand 2 is Morphology.

Content: Presents a description of the development and use of English grammar, and does not appear as a separate strand until level 7.

Strand 3 is Syntax.

Content: Levels 0-6, see Morphology-Syntax
Levels 7-18 describe English sentence structures.

Strand 2-3 is Morphology-Syntax.

Content: Levels 0-6 combine Morphology and Syntax to describe initial development of grammar and sentence structure in the very young.

Strand 4 is Semantics.

Content: Receptive..(R), Expressive (E). For levels 0-6, Semantics is divided into separate areas that relate areas of understanding and use of language.

For levels 7-18 this separation does not occur.

B. Levels: Birth to Ten Years

The sequences are arranged according to child development levels, beginning at birth (level 0) and continuing to ten years of age (level 18).

The levels are numbered at the left of each page of the sequences. (Appendix A)

Correlations
Levels and Developmental Ages

Level 0	Birth to 18 months
Level 1	18 months to 2 years
Level 2	2 years to 3 years
Level 3	3 years to 4 years
Level 4	4 years to 5 years
Level 5) 6)	5 years to 6 years

Level 7) Level 8) Level 9) Level 10)	6 years to 7 years
Level 11) Level 12) Level 13) Level 14)	7 years to 8+ years
Level 15) Level 16) Level 17) Level 18)	8+ years to 10 years

C. Items: Instructional Objectives

Items within each strand of the sequences are specific skills and behaviors for a pupil, and become instructional objectives for the teacher. The number of items for each strand, at each level, varies. While some items are measured through paper-and-pencil tasks to be written by the pupil, others are checked by teacher observation in the classroom and on the playground. (Appendix A)

D. "SLI": Number Coding System

Together, Strand, Level and Item form "SLI". This represents the number coding system that cross-correlates items of the sequences with questions and activities on the inventories:

STRAND
LEVEL
ITEM
1.0.3 (Appendix B)

IV. INFORMAL ASSESSMENT INVENTORY

The Informal Inventory is the second component of the Developmental Language Program. It is a non-standardized test which suggests an activity to assess each item listed in the Language Sequences. Each item on this inventory has been coded by Strand, Level and Item to correspond to the Sequences (Appendix B). These assessment inventories are organized by levels, and include language activities to be observed by the teacher, to be answered orally or by gesture, or to be written as paper-and-pencil tasks by the student.

Inventories may be administered by teacher or Speech and Hearing Specialist to individuals in the assessment of oral language skills...or to small groups for written items. It is possible to give the inventory by using individual and group techniques simultaneously.

V. RECORD KEEPING SYSTEM

A record keeping system is the 3rd component of the Developmental Language Program. The teacher uses a "Daily Sequence Checklist" to record individual student responses and a "Cover Check Sheet" to record class responses. (Appendix C and D)

On the Daily Sequence Checklist, the teacher marks an "X" over the number for the items correct, and circles the number for the items missed. (Appendix C-2)

Teacher judgment is the best criterion as to when pupils have reached a ceiling on the inventory. When a pupil begins to repeatedly fail items for a given strand, and he begins to miss 2 or 3 items at any given level in that strand, the teacher is able to pinpoint the place at which to begin instruction for that pupil. In this way, a profile of language skills is established, and the teacher is able to set terminal objectives for each child, for a given period of instruction. The area between the two lines shows the projected instructional program for an individual pupil. (Appendix C-3)

Ongoing assessment recorded on the Daily Sequence Checklist gives the teacher an immediate picture of the pupil's progress. With these records, the planning session is an opportunity for teacher and Speech and Hearing Specialist to assess student strengths and weaknesses, and to plan an individualized language program.

VI. INSTRUCTIONAL MATERIALS INFORMATION LIST

The fourth and final component of the Developmental Language Program is the Instructional Materials Information List.

This "Materials List" suggests appropriate material and equipment which have been selected as suitable tools for teaching, and are correlated with the Language Sequences by Strand, Level and Item. (Appendix F-1)

Specifically, the list includes 32 types of materials from A to W, audio flashcards, to workbooks. Included are the titles of the item, the page of the book, the band of the record or a specific item in a learning kit.

Part 2. PROCEDURES FOR USING THE DEVELOPMENTAL LANGUAGE PROGRAM

VII. ASSESSING PUPILS: INFORMAL INVENTORY

A. Where to Begin

The Developmental Language Program includes developmental ages from birth to ten years. The developmental level of the pupil determines the level at which to begin testing. For example: If a pupil is judged to be functioning between the five- and six-year level of development, begin testing at Level 7. Or, if the student is judged to be functioning between the eight- and nine-year level of development, begin testing at Level 16. (See Correlations: Levels and Developmental Ages--page 5)

B. Format

The Informal Inventories in Language are arranged by levels, 0 through 18. Test items are numbered according to Strand, Level and Item (SLI) - Example: 1.8.5 refers to Strand 1, Level 8, Item 5. The first number always refers to Strand; the middle number is the Level; and the last number refers to the Item.

The materials required to test each level are noted at the beginning of each inventory level. All materials should be assembled before testing is begun, and the tester should be acquainted with the items to be tested.

The underlined statements in the inventory are the behavioral objectives to be assessed. These are taken from the Language Sequences, e.g. "Begins to use classification." (Appendix B)

C. Administration

Inventories may be administered by teacher or Speech and Hearing Specialist to individuals in the assessment of oral language skills ... or to small groups for written items. It is possible to give the inventory by using individual and group techniques simultaneously. For example, while a small group works on paper-and-pencil tasks which have been marked or circled, the teacher or Speech and Hearing Specialist may work with individuals in checking oral skills.

In presenting the items, the tester should speak slowly and clearly, being careful not to overemphasize key words which may elicit desired responses. Directions at the beginning of each inventory item suggest a manner or style of presentation. Each test item may include a demonstration item illustrating the task to the pupil. Use the demonstration item, or another example similar to it, until the pupil understands the task. Because this is a non-standardized test, the tester has flexibility in the manner of presenting any item as long as the objective of the test item is maintained.

D. Determining Ceiling

In testing at a given level, begin with Strand 1--Phonology--completing that strand before proceeding to Strand 2--Morphology. Then test Strands 3 and 4. If the pupil passes 80% or more of the total number of items of a given strand and level, proceed to administer the next highest level of the inventory. Continue in this manner until the student is unable to maintain the 80% pass rate. This is the pupil's level of language ability which is the beginning level of instruction for that strand. If the pupil cannot maintain an 80% pass rate for a level, administer the next lowest level of the inventory for that strand and continue until the pupil has achieved about 80% of the items. Thus, until a pupil reaches his "ceiling" in any one strand, testing is continued upward or downward in the remaining strands to complete the profile. The pupil may well show different levels of ability for each strand. (Appendix C-2)

VIII. SCORING AND RECORDING

A. Scoring

Specific scoring criteria are suggested for most test items on the Informal Inventory. If scoring information is not specified, all parts of the inventory item must be "passed" in order to mark that item correct.

B. Recording Forms

There are several possibilities for recording test results and pupil responses. One or a combination of any of the following forms may be used.

1. The Daily Sequence Checklist (DSC) records individual student responses by Strand, Level and Item. On the Daily Sequence Checklist, the teacher marks an "X" over the number for items correct, and circles the number for items missed. (Appendix C-2)

   In retesting specific items, an "X" is marked over the circled number when a previously missed skill has been mastered, thus enabling the teacher to keep an accurate record of progress.

2. The Cover Check Sheet records class responses. It may be designed by the teacher from the Language Sequences and the Informal Inventory for selected levels. The objectives are itemized in abbreviated form to provide a convenient reference for recording test results for more than one pupil. It further indicates possible grouping of pupils with similar needs. (Appendix D)

3. The Pupil Response Sheet may be used as an individual record of test responses. It is coded by Strand, Level and Item to correspond to Language Sequences and the Informal Inventory. This form provides a record of items mastered (or missed), as well as a space for recording pupil responses to each item or observation notes. (Appendix E)

IX. USING THE INSTRUCTIONAL MATERIALS INFORMATION LIST

A. Content

The Instructional Materials Information List suggests appropriate material and equipment which have been selected as suitable tools for teaching language skills. Specifically, the list includes 32 types of materials from A to W, audio flashcards, to workbooks. Included are the titles of the item, the page of the book, the band of the record or a specific item in a learning kit. Materials are shown for each item on the Language Sequences and have been correlated by Strand, Level and Item from Level 0 through 18.

B. Using the List

The teacher locates materials by using the "SLI" number; first, Strand - then, Level - then, Item. An item for Level 5 under Phonology is: 1.5.2 "Increases the ability to blend sounds," and the teacher may use the Peabody Kit. This is a lesson suggested in the Instructional Materials Information List. (Appendix F-1)

To help the teacher, these materials have been organized into categories that suggest type of material and kinds of learning centers: Conference, Educational Activity, Fine Art, Independent Study, Investigation and Exploration, Library and Research, Listening, Motor Development, Practical Skills, Viewing and Writing.

The next column on the list indicates the mode of input (auditory, visual, tactile), and the mode of output (verbal, written, gestural). (Appendix F-1)

Finally, the Instructional Materials Information List shows the source and author of the materials listed, as a means of identifying specific items for convenience and accuracy of selection. Source/Author information has generally been entered for each material where it first appears on the list, and thereafter at occasional intervals for ease of reference. (Appendix F) Source information for later items on the list may be easily located by scanning the "TYPE" (of material) column until the same material--Cards, Kit, Guide, etc.--is found for the earlier entry to supply the desired source data.

Glossary of Technical Terms

Glossary of Technical Terms

Abstract relationships: a relationship not dependent upon an actual or concrete situation.

Adjectives: describes by adding one or more of the following to a sentence: color, size, shape, smell, taste or sound.

Adverbials of place: a word or group of words that can be replaced by 'where' in questions.

Affirmative: a positive statement.

Analogy: a partial similarity between like features of two things on which a comparison may be based.

Attentive: observant.

Auditory imitation: copies sounds heard.

Auxiliary verb: helps to form the tenses of other verbs. Example: may, have.

Aural: pertaining to the ear or the sensation of hearing.

Babble: stage in the acquisition of speech during which the child carries on vocal play with its random production of different speech sounds.

Classify: to group into classes with similar relationships.

Common noun: usually indicates person, places, things.

Comparison (comparative): a construction which compares one thing to something else by adding the suffix-er. (tall, taller) or by using the word more (beautiful - more beautiful.)

Complement: noun phrase used in the predicate after 'be'.

Complex sentence: the combination of two simple sentences by transformation.

Compound words: a word made up of two or more distinct words either in solid or hyphenated words. Example: doorkeeper, jack-in-the-box.

Conjunctions: expands a sentence pattern by connecting simple words or group of words. Example: and, or.

Consonant blend: two or more joined consonants without an intervening vowel. Each consonant retains its own sound. Example: stop, string.

Context: that part of a story or poem in which a word or passage occurs that helps to explain the meaning.

Contractions: an abbreviation formed by combining words, usually restricted to the omission of medial letters. Example: it is - it's.

Demonstratives: the determiners this, that, these, those. Example: this car.

Derivational: the development of a word from its root form.

Determiner: forms part of a noun phrase to a common noun telling something about the noun. Example: the car.

Digraph: a group of letters representing a single speech sound. Example: head, bath.

Directional commands: directions.

Echolalia: automatic reiteration of words or phrases which have just been heard.

Expands sentences: making a simple sentence more complex by the addition of words.

"F" plurals: for words ending in 'f', change 'f' to 'v' and add 'es'.

Figurative language: colorful and descriptive language.

Generative grammar: language consisting of an indefinitely large number of sentences, all of which may be specified or generated by the application of a set of rules.

Homonyms: words having the same pronunciation but differing in origin, meaning, and often in spelling. Example: bare, bear.

Indefinite pronoun: a combination of some, any, or no with one, body, thing.

Inference: a logical conclusion from given data.

Infinitive: a simple verb form preceded by a function word. Example: "I want to eat."

Inflection: (1) modulation of the voice; change in pitch or tone of voice.
(2) the change of form which words undergo to mark distinction of case, gender, number, tense, person, mood and voice.

Intonation: inflection-pitch variations; the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence.

Irregular spellings: exceptions to regular spelling rules. Example: know, school, back.

Irregular verbs: verbs whose past tense is formed by changing the word. Example: see-saw; eat-ate.

Jargon: a flow of sounds with rising and falling inflections as in English but may or may not contain one or more true words.

Lalling: to make imperfect (l) or (r) sounds, or both, often by substituting a w-like sound for (r) or (l), or a y-like sound for (l).

Metaphor: a word or phrase denoting one kind of object or idea used in place of another by way of suggesting a likeness between them. Example: The ship plows the sea.

Modal auxiliary: auxiliary verbs, including should, can, may, must, need, shall, will, that use the base form of another verb to express distinctions of mood. Example: should think.

Mutation plurals: formed by the changing of the vowel sounds instead of adding 's' or 'es' in the regular plural manner. Example: goose-geese.

Multimeanings: more than one meaning of the same word. Example: ring-ring.

Narrative: a story form.

Negative: tells that something did not happen or was not so.

Noun phrase: a word or group of words used as the subject of a simple sentence and in certain functions in the predicate.

Object: a noun acted upon by a verb or a preposition.

Onomatopoetic sounds: the formation of a word, as cuckoo or moo, by imitation of a sound made by or associated with its referent. Example: moo-cow.

Passive tense: noting a voice in the inflection of the verb which is used to indicate that the subject undergoes the action of the verb. Example: "he, she or it is carried."

Personal pronoun: used as a substitute for a proper noun. Example: Ann is my sister. She is 10 years old.

Personification: representation of an inanimate object or abstract idea as endowed with personal attributes.

Pitch: highness or lowness of a tone or a sound.

Plural: more than one.

Possessive: (1) tells that something belongs to or is related to a noun.
(2) the form of a noun phrase that expresses having something.

Predicate: the word or words in a sentence or clause which express what is said about the subject, usually the last part of the sentence.

Prepositions: a little word that lets you know where someone or something is.

Prepositional phrase: a group of words that tell 'where'. Example: on the street.

Pronouns: a pronoun is one of a small group of words referring to persons or things either named, asked for, or understood in context.

Proper noun: referring to a particular person or place by name which is capitalized.

Quantitative adjectives: more; tells amount.

Reciprocal: expression of mutual relationships.

Regular verbs: past tense is formed by adding 'ed'.
Example: walk-walked.

Relative clause: a group of words introduced by a relative pronoun.
Example: who, which, that.

Root meanings: an uncompounded word with no prefix, infix, suffix, or inflectional ending.

Rhyme: words that sound alike at the end. Example: bell-well.

'S' form of the verb: present tense form that goes with third person singular subjects. Example: The boy eats, or he walks.

Sensory perception: the direct awareness or acquaintance through the senses.

Sequential order: succeeding or following in order.

Simple verb: the form of the verb that has no addition and is used as the present tense with I, we, you, they, or plural subject.

Singular: one.

Sound blending: the ability to join individual sound phonemes into a word or word. Example: c-a-t to cat.

Sound system: sounds unique to the English language.

Space: subject to determination of position and direction.

Stereotyped phrases: phrases that are always repeated in the same manner.

Stress: emphasis on a word or words.

Subject: the first of two main parts of a simple sentence.

Syllable: a word or part of a word containing one vowel sound.

Syntactic structure: the meaningful arrangement and connection of words in a sentence.

Synonym: two or more words which have the same or nearly the same meaning.

Third person singular present: one person or object talked about now.
Example: He walks, the girl eats, it cuts, etc.

Transformation: a sentence that is not a simple sentence but has been made more complicated by a change of some kind.

Two letter consonant combinations: see digraph.

Verb: expressing an action performed by or suffered by the subject.

Verbatim: in exactly the same words; word for word.

Verb phrase: a structure which contains the auxiliary and either a verb with or without following structures. Example: The horse is running. He eats an apple.

Vowel: a sound made without stopping the breath. Different vowel sounds are made by changing the shape of the mouth. The vowel letters are a, e, i, o, u but there are more vowel sounds than vowel letters.

Appendices

A. A Sample Page from the Language Sequences

B. A Sample Page from the Informal Assessment Inventory

C-1. Daily Sequence Checklist (Unmarked)

C-2. Daily Sequence Checklist (Initial Assessment)

C-3. Daily Sequence Checklist (Beginning and Estimated Terminal Levels of Instruction)

D. Cover Check Sheet (Class Record)

E. Pupil Response Sheet

F-1. Sample Page from Instructional Materials Information List

F-2. Key to Abbreviations Used on Instructional Materials Information List

G. Order Information Sheet (including Order Form)

COMMUNICATIONS SEQUENCE: LANGUAGE

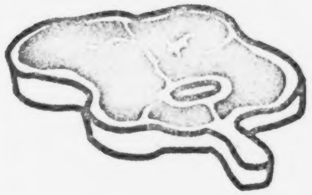
STRANDS	1. PHONOLOGY (Sound System)	2. MORPHOLOGY (Inflections and Derivational Forms) 3. SYNTAX (Sentence Structure)	4. SEMANTICS (Meaning)	
LEVELS			RECEPTIVE	EXPRESSIVE
5	1. Uses words with correct initial, medial and final consonants most positions, as well as consistently correct use of sounds described in levels 3 & 4, /d/, /y/. 2. Increases ability to blend sounds. 3. Indicates attentive auditory imitation. 4. Discriminates auditorially likenesses and differences in paired words. 5. Copies a square. 6. Copies left oblique line.	1. Uses most possessives correctly. 2. Understands singular and plural of be. 3. Uses future/present/past tense. ex: "will jump, jumps, jumped". 4. Incorporates infinitives into the sentence. ex: "I want to eat an apple." 5. Uses "so" conjunction. ex: "He saw him so he hit him." 6. Uses "if" conjunction. ex: "I'll give it to you if you want it." 7. Uses "cause" conjunction. ex: "He'll eat it because it's good." 8. Is able to repeat a sentence of from 12-13 syllables. Sentences more complex.	1. Is able to make expanded use of gesture to describe a non-present situation. 2. Is able to understand first, last and middle. 3. Understands the concept of same and different. 4. Begins to use classification.	1. Can tell his age. 2. Uses pronouns she, he, they. 3. Names familiar colors correctly. 4. Can name 2-3 coins correctly. 5. Uses 5+ word verbal responses. 6. Shows auditory judgment.

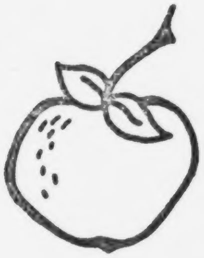
Appendix A

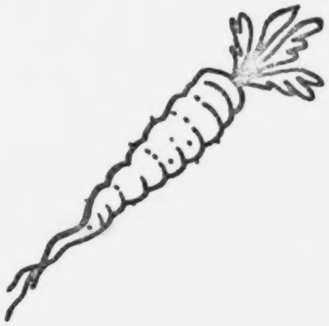
LEVEL FIVE

R4.5.4 Begins to use classification.

Procedure: Show the child the pictured series below. Ask the questions written below the pictures. The child may respond verbally or by pointing.



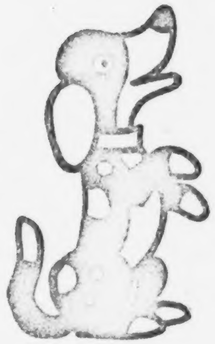


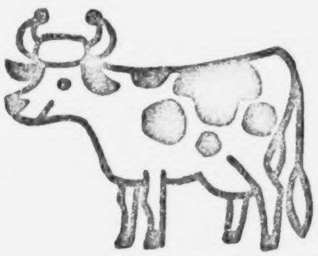


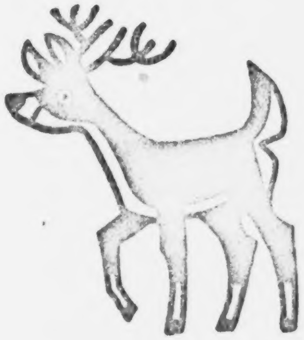
(a) Which is the picture of a fruit? ______________

(b) Which is the picture of a vegetable? ______________

(c) Which is the picture of meat? ______________







(a) Which is the picture of an animal that lives on a farm? ________

(b) Which is the picture of an animal that lives in the zoo? ________

(c) Which is the picture of an animal that you may have for a pet? _____

Appendix 1

LANGUAGE: DAILY SEQUENCE CHECKLIST

Pupil ______________________

STRANDS		LEVELS 0	1	2	3	4	5	6	7	8	9
1. PHONOLOGY		1 2 3 4 5 6 7	1 2 3	1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9	1 2 3 4 5
2. MORPHOLOGY		1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3	1 2 3 4 5 abcd	1 2 3 4 5	1
3. SYNTAX				5 6 7 8	9 10 11 12 13	9 10 11	5 6 7 8	4 5 6	1 2 3 4 5 6	1 2 3	1 2 3
4. SEMANTICS	R	1 2 3 4 5	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4	1 2	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8	1 2 3 4 5 6
	E	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6			

	10	11	12	13	14	15	16	17	18
1. PHONOLOGY	1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10
2. MORPHOLOGY	1 2	1 2 3 4 5 6 7 8	1 2	1 2	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8
3. SYNTAX	1 2	1 2 3	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6	1	1 2
4. SEMANTICS	1 2 3 4 ab 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8	1 2	1 2 3 4 5 6	1 2	1 2 3 4 5 6 7

Appendix C-1

Appendix

LANGUAGE: DAILY SEQUENCE CHECKLIST

STRANDS	LEVELS 0	1	2	3	4	5	6	7	8	9
1. PHONOLOGY	1 2 3 4 5 6 7	1 2 3	~~1~~ ~~2~~ ~~3~~ ④ ~~5~~ ~~6~~	① ② ~~3~~ ④ ~~5~~ ~~6~~ ~~7~~	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9	1 2 3 4 5
2. MORPHOLOGY	1 2 3 4	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~	① ② ~~3~~ ~~4~~	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3	1 2 3 4 5 abcd	1 2 3 4 5	1
3. SYNTAX			⑤ ⑥ ~~7~~ ~~8~~	9 10 11 12 13	9 10 11	5 6 7 8	4 5 6	1 2 3 4 5 6	1 2 3	1 2 3
4. SEMANTICS R	1 2 3 4 5	1 2 3 4 5	1 2 3 4	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ⑥ ~~7~~ ~~8~~	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~	① ~~2~~ ~~3~~ ④	1 2	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8	1 2 3 4 5 6
E	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5	① ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~	~~1~~ ② ③ ~~4~~ ⑤ ~~6~~ ~~7~~ ~~8~~	1 2 3 4 5 6	1 2 3 4 5 6			

	10	11	12	13	14	15	16	17	18
1. PHONOLOGY	1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10
2. MORPHOLOGY	1 2	1 2 3 4 5 6 7 8	1 2	1 2	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8
3. SYNTAX	1 2	1 2 3	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6	1	1 2
4. SEMANTICS	1 2 3 4 ab 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8	1 2	1 2 3 4 5 6	1 2	1 2 3 4 5 6 7

Appendix C-2

Appendix C-

LANGUAGE: DAILY SEQUENCE CHECKLIST

STRANDS	LEVELS 0	1	2	3	4	5	6	7	8	9
1. PHONOLOGY	1 2 3 4 5 6 7	1 2 3	~~1~~ ~~2~~ ~~3~~ ④ ~~5~~ ~~6~~	① ② ~~3~~ ④ ~~5~~ ~~6~~ ~~7~~	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9	1 2 3 4 5
2. MORPHOLOGY	1 2 3 4	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~	① ② ~~3~~ ~~4~~	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3	1 2 3 4 5 abcd	1 2 3 4 5	1
3. SYNTAX			⑤ ⑥ ~~7~~ ~~8~~	9 10 11 12 13	9 10 11	5 6 7 8	4 5 6	1 2 3 4 5 6	1 2 3	1 2 3
4. SEMANTICS R	1 2 3 4 5	1 2 3 4 5	1 2 3 4	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ⑥ ~~7~~ ~~8~~	~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~	① ~~2~~ ~~3~~ ④	1 2	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8	1 2 3 4 5 6
E	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5	① ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~	~~1~~ ② ③ ~~4~~ ⑤ ~~6~~ ~~7~~ ~~8~~	1 2 3 4 5 6	1 2 3 4 5 6			

	10	11	12	13	14	15	16	17	18
1. PHONOLOGY	1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10
2. MORPHOLOGY	1 2	1 2 3 4 5 6 7 8	1 2	1 2	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8
	1 2	1 2 3	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6	1	1 2
4. SEMANTICS	1 2 3 4 ab 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8	1 2	1 2 3 4 5 6	1 2	1 2 3 4 5 6 7

Appendix C-3

Appendix 9

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Division

Language Cover Check Sheet

LEVEL 5

1. Phonology

	Andy	Bill	Linda	Gregory	Anne	Robert					
1. Uses words that should have good initial, medial and final consonants: /j/ /n/ /m/ /w/ /p/ /h/ /k/ /f/ /b/ /g/ /d/ /y/											
2. Increases ability to blend sounds											
3. Indicates attentive auditory imitation											
4. Discriminates paired words											
5. Copies a square											
6. Copies left oblique line											

2. Morphology 3. Syntax

	Andy	Bill	Linda	Gregory	Anne	Robert					
1. Uses most possessives correctly											
2. Uses singular and plural of "be"											
3. Uses future present and past tense											
4. Uses (infinitives) in sentences											
5. Uses "so" conjunction											
6. Uses "if" conjunction											
7. Uses "cause" conjunction											
8. Repeats sentence of 12-13 syllables											

4. Semantics

Receptive

	Andy	Bill	Linda	Gregory	Anne	Robert					
1. Expands use of gesture to describe non-present situations (big-little)											
2. Understands first, last and middle											
3. Understands same and different											
4. Uses classification											

Expressive

	Andy	Bill	Linda	Gregory	Anne	Robert					
1. Can tell his age											
2. Uses pronouns she, he, they											
3. Names familiar colors correctly											
4. Can name 2-3 coins correctly											
5. Uses sentences five or more words in length											
6. Shows auditory judgment											

PUPIL RESPONSE SHEET

Name ______________________ School ______________________

Date ______________________ Examiner ______________________

LEVEL 8

SLI	Sequence Items by Strand	X-Correct O-Incorrect	Comments	Mastery Date
	1. PHONOLOGY (Sound System)			
1.8.1	Recognizes likenesses and differences in beginning sounds			
1.8.2	Identifies voice pitch changes			
1.8.3	Recognizes likeness and differences in final sounds.			
1.8.4	Recognizes differences in vowels.			
1.8.5	Listens and supplies rhyming words.			
1.8.6	Indicates attentive auditory imitation.			
1.8.7	Copies favorite words and phrases from charts, books and other sources.			
1.8.8	Copies surname.			
1.8.9	Identifies capital letters in name, initials and for the pronoun "I".			
	2. MORPHOLOGY (Inflections and Derivational Forms)			
2.8.1	Identifies singular and plural noun forms.			
2.8.2	Identifies singular and plural pronouns.			
2.8.3	Identifies the action described in pictures.			
2.8.4	Uses comparisons--"er" and "est."			

Name ______________________________ School ______________________

Date ____________________ Examiner ______________________

LEVEL 8

SLI	Sequence Items by Strand	X-Correct O-Incorrect	Comments	Mastery Date
	3. SYNTAX (Sentence Structure)			
3.8.1	Recognizes and uses possessive pronouns.			
3.8.2	Associates a sentence with a group of words that express an idea. *			
3.8.3	Unscrambles sentences to form correct subject, verb, object, order.			
	4. SEMANTICS (Meaning)			
4.8.1	Names objects within a general classification.			
4.8.2	Understands daytime and nighttime.			
4.8.3	Makes up stories, often full of fantasy.			
4.8.4	Makes reports using what, when, where, how.			
4.8.5	Recognizes differences between objects.			
4.8.6	Tells of what he thinks and feels. *			
4.8.7	Identifies the relationship described by a preposition.			
4.8.8	Makes abstract relationships through listening, speaking, reading. *			

* Observable Items

INSTRUCTIONAL MATERIALS INFORMATION LIST

List as of 9-72

SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	1		FS	Learning Letter Sounds, D, Y	Conf./ View	V/V		
			Game	Cardboard Matchups, Picture Alphabet	Conf./ EdGa	AV/VG	Playskool	
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series; Set 3, Initial Consonants, Simple phonograms	Conf./ Listen	AV/V	Electronic Futures Inc.	
			Ditto/ Sten - Record	Listen and Do (Teacher's Guide) Duplicating Masters d, y	Conf./ Listen/ IndSt	AV/VW	Houghton-Mifflin Co.	
			FS	Consonant Sounds Visualized Initial Consonants-Final Consonants d,y,k,f,b,g,n,m, w,p.h.	Listen/ View	AV/V	Houghton-Mifflin Co.	
			Card	Consonant Cards, d,y,k,f,b, g,n,m,w,p,h.	Conf.	AV/VG		
			Kit	Building Pre-Reading Skills Kit B - Consonants: d,y,k,f, b,g,n,m,w,p,h.	Conf.	AV/V		
	2		Kit - Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 72B, 92B, - 116 A-2, 127 B-4, 129 A-2, 145 A-2, 179 B-4	Conf.	AV/V		
			Cards	D L M. Association, I, II	Conf.	A/V		
	3		BkPupl Guide	Sounds of Numbers, p. 58 - "Who is tapping at my window?"	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Kit	Children's World, Special Days. 2 puppets (rabbit & chicken) Teacher makes puppet tap.	Conf.	AV/G		
			Guide BkProf	Bank Street Teacher's Guide to Readiness Experiences, p. 328 - "Pencil Tapping"	Conf.	A/G	Macmillan	
			Guide-Kit	Peabody Language Development Level P, Lesson 46B, 117 B-4, 162 B-4.	Conf.	A/V		

Appendix F-2

KEY TO ABBREVIATIONS IN THE INSTRUCTIONAL MATERIAL INFORMATION LIST

TYPE (Materials)	
AudCrd	Audio Card
AudCas	Audio Cassette
AudTap	Audio Tape Reel
BkProf	Book Professional
BkPupl	Book Pupil
Card	Cards (Flash/Story)
Chart	-----
Ditto/Sten	Ditto Master/Stencil
Equip	Equipment
FS	Filmstrip
FBMat	Flannel Board Material
Game	-----
Guide	-----
Kit	-----
Lesson	-----
Map/Globe	-----
Model	-----
MovLp	Movie Loop
MovRl	Movie Reel
MulMed	Multimedia
Perdcl	Periodical
Pic	Picture
PrMat	Printed Matter
Pl NPr	Programmed Instruction (Non-Print)
Pl Pr	Programmed Instruction (Print)
Record	-----
Slide	-----
SndFS	Sound Filmstrip
SndSld	Sound Slide
Transp	Transparency
Video	Videotape
WkBk	Work Book
Other	-----

CENTER	
Conf.	Conference
EdGa	Educational Game
FA	Fine Art (Art, Music, Drama)
IndSt	Independent Study
InvEx	Investigation and Exploration
LibRes	Library and Research
Listen	Listening
MotDev	Motor Development
PraSk	Practical Skills
View	Viewing
Write	Writing

MODE

Input
- A - Auditory
- V - Visual
- T - Tactile

Output
- V - Verbal
- W - Written
- G - Gesture

Appendix F-2

Appendix G

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Division
Speech and Hearing Unit

A DEVELOPMENTAL LANGUAGE PROGRAM

Order Information

The Speech and Hearing Unit, Special Education Division of the Los Angeles Unified School District, presents a sequenced curriculum in Language Development. This material summarizes a three-year innovative project funded by E.S.E.A., Title III, Assessment Service Centers for the Handicapped. The elements of the Language Development component are:

1. Language Sequences: Instructional objectives arranged according to child development levels that span from birth to 10 years of age. They are subdivided into four strands of language: Phonology, Morphology, Syntax, and Semantics.

2. Informal Assessment Inventories: A series of nonstandardized inventories that include suggested activities to assess each instructional objective listed in the Language Sequences.

3. Recording System: A daily Sequence Checklist (individual), a Class Checklist (group) and information for interpreting test results and planning instruction.

4. Instructional Materials Guide: A listing of instructional materials correlated to the Language Sequences by Strand, Level, and Item. This list contains a description of materials to include type of material, possible learning centers' use and mode of input and output.

These materials and a Manual of Instructions form the Developmental Language Program Kit, and can be ordered as indicated below.

ORDER FORM

RETURN TO:

P. Estes, Special Education Division, H-104
Los Angeles Unified School District
Box 3307, Los Angeles, California 90054

The cost of the Developmental Language Kit is itemized as follows: Kit, $7.00; California State Tax, $.35; mailing and handling charges, $2.15--TOTAL, $9.50 per complete kit. Orders taken on complete kit(s) only. Make check or money order payable to: LOS ANGELES UNIFIED SCHOOL DISTRICT.

I wish to order ___ kit(s) of Developmental Language Program at $9.50 per kit. $______
(Amount Enclosed)

NAME ________________________________

SCHOOL OR INSTITUTION ________________________________

MAILING ADDRESS ________________________________

____
(City) (State) (Zip)

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory In Language

LEVEL 0

Materials

The Following materials are needed in the administration of Level 0 of this Inventory:

Toys: Blocks, cars, animals, small dolls. Child's picture book.
Paper
Crayon
Bell or noise maker
Ball or toy

1. PHONOLOGY

1.0.1 Vocalizes*

When child is picked up, or is hungry, wet, etc. note whether or not he vocalizes. Score item correct if he does.

____________________vocalizes ______________ no vocalization

1.0.2 Uses Babbling*

Materials: Use the following toys: blocks, cars, animals assortment of small dolls, etc. (Same materials and procedure are used in 2-3.0.1, 2-3.0.2, 2-3.0.3)
Procedure: Give the child the toys. Observe the child as he plays and count the number of repetitions of syllable sounds the child produces.
Example: ba, ba (2) ba, ba, ba, ba (4)

_______________syllables repeated ____________ no syllables repeated

1.0.3 Uses echolalia*

Record sound combinations the child makes and note whether or not they are those of his "native language".

LEVEL 0

1.0.3 Uses echolalia * cont.

____

____

Teacher may say the following sound combinations to see whether the child echoes them.

ba-ba ________ ma-ma ________ da-da ________ pa-pa ________

1.0.4 Uses words (approximations) along with unintelligible jargon. *

(Jargon is a flow of sounds with rising and falling inflections as in English but may or may not contain one or more true words.)

Record any understandable words (approximations) the child uses. Note whether the child uses unintelligible jargon as well as words.

______________________________________ WORDS

______________________________________ WORDS

______________________________________ JARGON

1.0.5 Shows discrimination, in a broad way, among different patterns of expression in intonation. *

Procedure: Observe the child. Note whether the child uses some variations in his intonational pattern. (Inflection and pitch variation).

__________ Uses Variations __________ No Variation Used

1.0.6 Scribbles spontaneously.

Give the child paper and a crayon. Tell the child to draw or write on the paper. Observe child to see if he scribbles spontaneously. If he does not scribble spontaneously, the teacher should scribble to demonstrate the task. Score this item correct if the child scribbles spontaneously or by imitation.

__________ scribbles spontaneously __________ scribbles by imitation

LEVEL 0

1.0.7 Pats pictures in a book.

Materials: Use a child's picture book.

Procedure: Show the child a picture book. Observe the child's reaction to the pictures. If the child pats the pictures or points to them, score this item correct.

____________________ pats or points to picture.

LEVEL 0

2-3. MORPHOLOGY - SYNTAX

Materials: Use the following toys: blocks, cars, assortment of small dolls, animals, etc. (Same materials used at 1.0.2, 2-3.1.1, 2-3.1.2, 2-3.1.3.)
Procedure: Give the toys to the child: as he plays transcribe 15 remarks verbatim.

____

____

____

____

____

____

____

____

Analyze the above responses, noting the use of the following items:

2-3.0.1 Uses jargon or inflected flow of sounds. ____________________

(Jargon is a flow of sounds with inflectional flow as in English but may or may not contain one or more true words.)

2-3.0.2 Uses single words. __________________________________

2-3.0.3 Repeats stereotyped phrases.

ex: "want up" "all gone" ______________________________

2-3.0.4 Echoes phrases and sentences heard.

Procedure: Teacher participates in parallel play with the child. Teacher talks about what she is doing as she plays. Teacher listens to see whether child echoes words and/or phrases as she talks.

______________ echoes __________________ no echo

LEVEL 0

R4. RECEPTIVE SEMANTICS

R4.0.1 Is able to locate the source of sound.

Materials: A bell or other noise maker.
Procedure: Sound a bell or other noise maker out of sight. Watch to see if the child turns his head toward the source of sound.

____________________ locates source of sound.

R4.0.2 Will give a toy on request.

Materials: A ball or other toy.
Procedure: Place a ball in front of the child. Say to him, "Give me the ball." At one year the child should give the toy upon request.

____________________ gives toy on request.

R4.0.3 Responds to his own name.

Procedure: Call the child by name at various times. Score correct if he looks at the speaker consistently when his name is said.

____________________ responds to name.

R4.0.4 Is able to pat-a- cake.

Procedure: Say and do "pat-a-cake". Give the child a chance for a delayed response. Score correct if the child imitates a clapping gesture. (12 months)

________________ does pat-a-cake.

R4.0.5 Can obey a single command when it is accompanied by a gesture.

Materials: Ball or other toy.
Procedure: Hand the child the ball. Say, "Put the ball on the chair", pointing to the chair. Score correct if the child is able to follow the command with the help of the gesture (18 months).

________________________ obeys a single command.

LEVEL 0

E4. EXPRESSIVE SEMANTICS

E4.0.1 Is able to use or imitate onomatopoetic sounds.

Procedure: The teacher produces the following syllables and encourages the child to copy the pattern.

moo moo ________________

woof woof ________________

er er er (motor sound) ________

Score correct if the child copies 2 patterns correctly.

E4.0.2 Is able to imitate words.

Procedure: The teacher says following words and asks the child to repeat them after her.

go________ no________ baby__________ up _______

Score correct if the child produces 3 words correctly.

E4.0.3 Is able to use true words in spontaneous speech. *

Procedure: Observe the child and note if he uses true words in spontaneous speech. Score correct if he has at least 3 words in his vocabulary which he can use meaningfully.

E4.0.4 Verbal responses usually accompanied by gesture. *

Procedure: Observe the spontaneous speech of the child and note (but do not score) to see if gestures accompany verbal responses.

E4.0.5 Is beginning to be able to form occasional 2 word phrases. *

Procedure: Observe the spontaneous speech of the child. If he is able to produce 2 word combinations this fact should be noted and scored as correct. (Ex: bad girl, all gone, me go, open door, pretty dress). However, while many children will combine words meaningfully and spontaneously at this level it is still not the rule.

LEVEL 0

E4.0.6

Is able to use the word "no". *

Procedure: Observe the child and note if he uses the word "no" meaningfully.

Score correct if he does so.

________ Uses "no" meaningfully.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory In Language

LEVEL ONE

Materials

The following materials are needed in the administration of LEVEL ONE of this Inventory:

paper
crayons
blocks
cars
small doll assortment
ball
cup
shoe
animals

1. PHONOLOGY

1.1.1 Uses words that have good initial consonants but not necessarily final consonants. (/n/, /m/, /p/).

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me". Note whether the child uses the underlined sounds correctly.

nose ______________

monkey ______________

pig ______________

1.1.2 Uses stress and intonational patterns in his utterances. *

Procedure: Observe speech patterns of the child. Does he use:

__________ stress (emphasis on a word or words)

__________ intonation (inflection-pitch variations)

9-72

LEVEL ONE

1.1.3 Scribbles but marks go off the page.

Procedure: Give the child paper and a crayon. Observe child's scribbling. Score this item correct if the child scribbles, even if the scribbling goes off the page.

________________ scribbles.

LEVEL ONE

2-3. MORPHOLOGY-SYNTAX

Materials: Use the following toys: blocks, cars, assortment of small dolls, animals, etc.

Procedure: Allow the child to play with the toys for five minutes. Transcribe all remarks and/or vocalizations verbatim that the child makes as he plays. If the child does not talk, join in the play with him and encourage him to talk about what he is doing.

Transcribe the child's remarks here.

____

____

____

____

____

____

2-3.1.1 Analyze the child's remarks for:

Use of determiners. * ex: "a car" __________

Use of adjectives. * ex: "big car" __________

Use of demonstratives. * "This car" __________

Use of possessive pronouns. * "my car" __________

2-3.1.2 Occurrence of jargon. * __________
(Jargon is a flow of sounds with inflectional flow as in English but may or may not contain one or more true words).

2-3.1.3 Uses 2 word noun phrases.* ex: "daddy car" ________

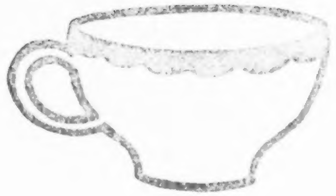
2-3.1.4 Uses 2 word verb phrases.* ex: "eat cookie" ________

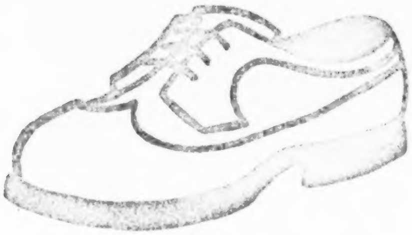
2-3.1.5 Combination of 2 or 3 words spontaneously.* ________

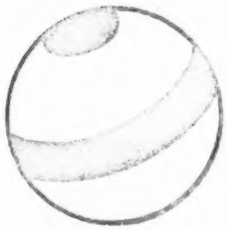
LEVEL ONE

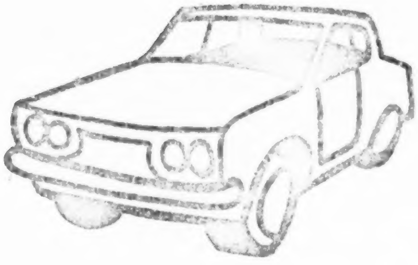
R4. RECEPTIVE SEMANTICS

R4.1.1 Is able to point to one picture correctly.









Procedure: Say, "Show me the car." ______________

"Show me the ball." ______________

"Show me the cup." ______________

"Show me the shoe." ______________

Score correct if the child points to at least 1 picture correctly.

LEVEL ONE

R4.1.2

Is able to understand simple questions.

Procedure: Ask the child such questions as: "Do you want a drink of water?" "Do you want a cookie?", or "Do you want to go to the bathroom?". Score correct if the child gives a definite reply and/or makes a move to obtain the object named or moves in its direction.

__________ understands simple questions.

R4.1.3

Is able to follow simple instructions without gestures.

Procedure: Say to the child, "Open your mouth", "Close your eyes", "Put this ball on the chair". Ask him to come to you or go to the door. Score correct for one correct response.

__________ follows simple instructions without gestures.

R4.1.4

Is able to use gesture language to the point of using the index finger to indicate wants or comprehension of what is said to him.

Procedure: Ask the child to show you something out of his reach (ie: point to something in the room. Say, "Show me the door." or "Show me the doll.") Score correct if he points with the index finger.

__________ uses gesture language to indicate wants.

R4.1.5

Is beginning to be able to identify body parts of a doll.

Materials: A small doll with distinct features.

Procedure: Show the doll and say, "Show me the dolly's mouth." Do the same for nose, eye, ear, hair. Score correct if the child clearly indicates he recognizes 2 or more parts of the doll.

__________ mouth __________ eye

__________ nose __________ ear

__________ hair

LEVEL ONE

E4. EXPRESSIVE SEMANTICS

E4.1.1 Vocabulary increases (10 words, plus names and jargon).*

Procedure: Observe the child and note whether he uses true words in spontaneous speech. Score correct if he has at least 10 words in his vocabulary which he can use meaningfully.

E4.1.2 Names a few common objects.

Materials: Ball, shoe, cup.

Procedure: The teacher asks the child, "What is this?" as she points to each object. The child should be encouraged to name them.

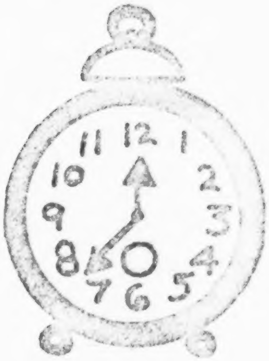
(a) cup ________ (b) ball ____________

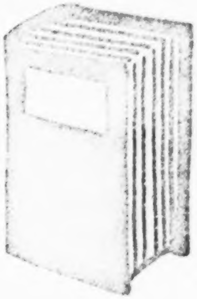
(c) shoe _______ (d) car _____________

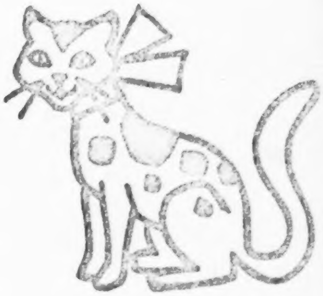
Score this item correct if the child names at least 1 item correctly

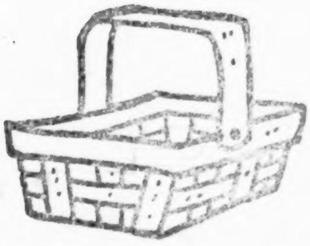
E4.1.3 Names 1 picture correctly.

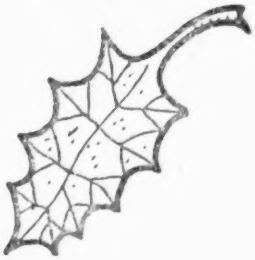
Procedure: The teacher asks the child, "What is this?" as she points to each picture. (One correct item required).

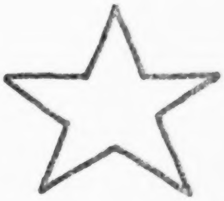












LEVEL ONE

E4.1.4 Refers to self by given name.

Procedure: Observe child at play to see whether or not he talks about himself.

ex: "Johnny up." "Johnny hungry."

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory In Language

LEVEL TWO

Materials

The following materials are needed in the administration of LEVEL TWO of this Inventory.

1 large and 1 small book,
button, cup, crayons, paper.
Toys: blocks, cars, assortment of
small dolls, animals.

1. PHONOLOGY

1.2.1 Uses words that have good initial consonants and some frequently used medial and final consonants. (n/, /m/, /p/), as well as sounds of Level 1.

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 1

nose ____________

monkey ____________

pig ____________

Level 2

banana ____________ spoon ____________

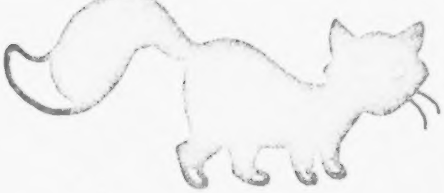
hammer ____________ comb ____________

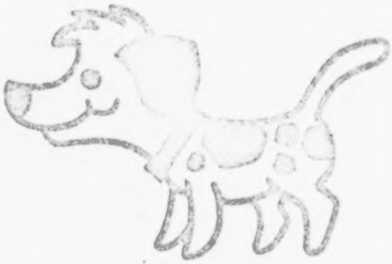
happy ____________ cup ____________

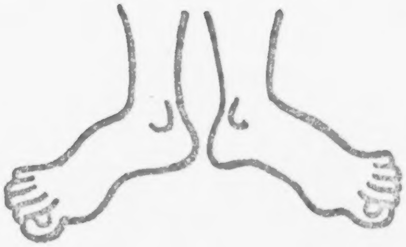
LEVEL TWO

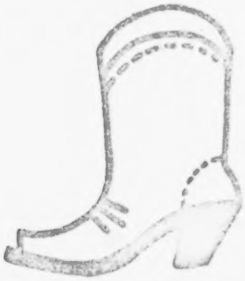
1.2.2 Is able to do some sound blending.

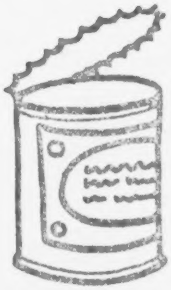
Procedure: Show the child the paired pictures. (Cover pictures not being used.) Say, "This is a cat. Say cat. This is a dog. Say dog." Then the teacher says, "Listen, carefully. I'm going to say it a funny way." Teacher says "C---at". Now you show me which picture I'm talking about." If the child does not point or answer correctly, point to the picture of the cat and say, "What is this? Yes, c---at says cat." Then the teacher proceeds to the next paired pictures and says "b---oot, c---an, m---an." Needs 2 correct.

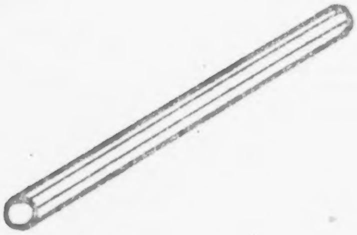


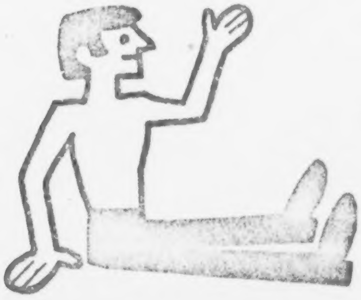


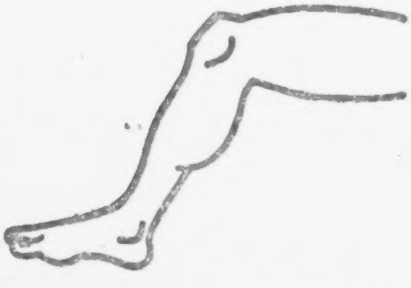












LEVEL TWO

1.2.3 Uses intonational patterns generatively.*

Procedure: Listen to the child's speech. Does he use intonation (pitch and stress) to indicate question (no?), emphasis (no!), etc.? Does he always use the same intonation with the same word without variation or does he use variety?

______________ Shows some variation in intonation.

1.2.4 Confines scribbling to the page.

Procedure: Give the child paper and a crayon. Observe the child's scribbling. If scribbling is confined to the page, score this item correct.

______________ Scribbling confined to page.

1.2.5 Imitates a vertical line.

Procedure: Teacher says, "Watch me." On a blank piece of paper teacher draws a vertical line. Then teacher says, "Make one like this."

1.2.6 Imitates a horizontal line.

Procedure: Teacher says, "Watch me." On a blank piece of paper she draws a horizontal line. Then she says, "Make one like this."

LEVEL TWO

2-3. MORPHOLOGY-SYNTAX

Materials: Use the following toys: blocks, cars, assortment of small dolls, animals, etc.

Procedure: Allow the child to play with the toys for five minutes. Transcribe all remarks and/or vocalizations verbatim that the child makes as he plays. If the child does not talk, join in the play with him and encourage him to talk about what he is doing. Record remarks below.

____

____

____

____

____

Analyze the child's remarks for:

2-3.2.1 Uses possessives.* ex: "me car, my car" ________

2-3.2.2 Uses more adjectives, including quantitative.* adjectives. ex: "more, no more". ________

2-3.2.3 Uses past tense of irregular verbs.* ex: (see/saw) ________
Uses past tense of regular verbs.* ex: (play/played) ________

2-3.2.4 Uses incomplete sentences.* ex: "that my car" ________

2-3.2.5 Includes determiner in phrase.* ex: "put away the car" ________

2-3.2.6 Uses 2 word negative phrase.* ex: "not right, no want" ________

LEVEL TWO

2-3.2.7 Forms some plurals by adding "s".* ex: "books"

Procedure: Present child with 1 car and say, "I see 1 car." Present child with 2 cars, say, "I see 2 cars." Continue the activity presenting 1 and 2 objects, allowing the child to complete the sentence.

I see 1 block. I see 2 ________. (blocks)

I see 1 doll. I see 2 ________. (dolls)

I see 1 ball. I see 2 ________. (balls)

Score this item correct if child scores at least 2 out of 3 correct.

2-3.2.8 Is able to repeat a sentence from 3 - 4 syllables.

Procedure: Ask the child to repeat the following sentences:

(a) I have a doll. ________________

(b) See the cat. ________________

(c) Where is mama? ________________

Score correct if one sentence is repeated correctly. (Word order must be repeated correctly. Sound errors are acceptable.)

LEVEL TWO

R4. RECEPTIVE SEMANTICS

R4.2.1 Begins to obey prepositions and prepositional phrases.

Materials: Small doll

Procedure: Hand the child a doll and ask him to put it on the chair. Next ask him to put it under the chair. Then say, "Put it in front of the chair." Then say, "Put it behind (or in back of) the chair." Score correct for 2 or more responses.

____________ on

____________ under

____________ in front of

____________ behind

R4.2.2 Understands little and big.

Material: Two objects such as two books, dolls, etc. (one larger than the other).

Procedure: Say, "Give me (show me) the big doll. Show me (give me) the little doll." Score correct for 1 or more correct responses.

____________ big

____________ little

R4.2.3 Identifies body parts using a doll.

Materials: A small doll with distinct features.

Procedure: Show the doll and say, "Show me the dolly's mouth." Do the same for eye, nose, ear, hair, hand. Score correct for 4 or more correct responses.

____________ mouth

____________ eye

____________ nose

____________ ear

____________ hair

____________ hand

LEVEL TWO

R4.2.4 Responds to simple commands.

Materials: Button, crayon, cup.

Procedure: Put the objects on the table in a row. Say,

1 -"Give me the button."__________
2 -"Put the button in the cup."________
3 -"Give me the crayon and the button."____
4 -"Give me the button and the cup."______

Score correct if the child responds to 3 or more correctly.

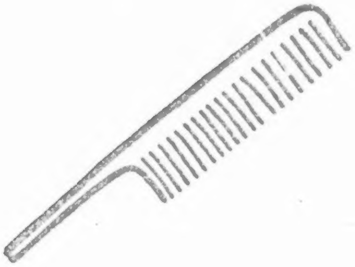
LEVEL TWO

E4. EXPRESSIVE SEMANTICS

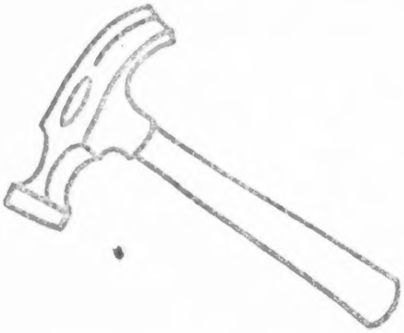
E4.2.1 Is able to use gestures to demonstrate the use of common objects.

Materials: A cup and the following pictures.

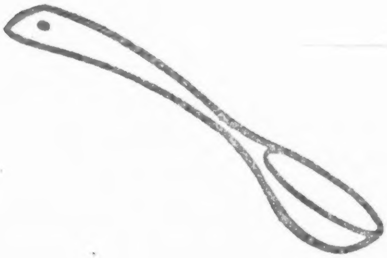
Procedure: Hand the child the cup and say, "Show me what we do with a cup." If the child does not respond correctly, say, "Watch me." (Teacher pretends to drink from the cup). Then teacher says, "Now you do it. Show me what you do with a cup." Do not score this item but proceed to the pictures one at a time, saying as she points to each picture in turn, "Show me what we do with...." Score correct if the child is able to demonstrate by gesture that he understands the use of at least 2 of the objects pictured.



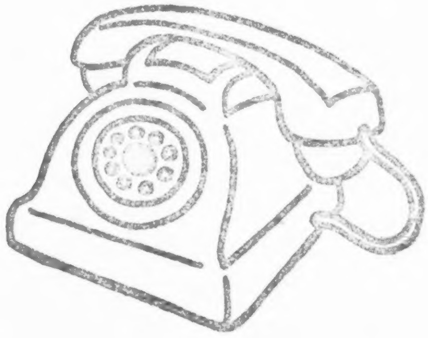
a. ____________



b. ____________



c. ____________



d. ____________

LEVEL TWO

E4.2.2 Is able to verbalize his own actions.*

Procedure: Give the child toys to play with or observe him in the classroom situation or in spontaneous play. Score correct if he talks about what he is doing.

E4.2.3 Is able to use sentences containing 3-4 words.*

Procedure: Observe the spontaneous speech of the child. Score correct if he is able to produce sentences of at least 3 words in length.

E4.2.4 Is able to use a vocabulary of 50+ words.*

E4.2.5 Is able to use the pronouns I, me, you.* (Although not always correctly.)

Procedure: Observe the spontaneous speech of the child. Score correct if he uses all 3 pronouns: I, me and you. (He need not use them correctly. Ex: "me do" is acceptable.)

The teacher says: (Using her own name)

(a) "My name is (Mrs. Smith)." Then ask, "Who is (Mrs. Smith)?" Correct response: "You are."

(b) "You are (Bobby Jones)." Then ask, "Who is (Bobby Jones)?" (Use child's name.) Correct response, "I am", "Me", "Me is". etc.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory In Language

LEVEL THREE

Materials

The following materials are needed in the administration of LEVEL THREE of this inventory:

Pencil
Small doll
Paper
Chair

1. PHONOLOGY

1.3.1 Uses words that should have good initial, medial, and final consonants: (/n/, /m/, /w/, /p/, /h/), as well as sounds at Levels 1, 2.

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 1
nose ________
monkey ________
pig ________

Level 2
banana ________ spoon ________
hammer ________ comb ________
happy ________ cup ________

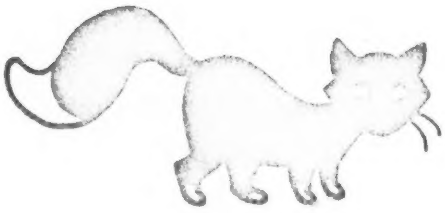
Level 3
water ________
horse ________ doghouse ________

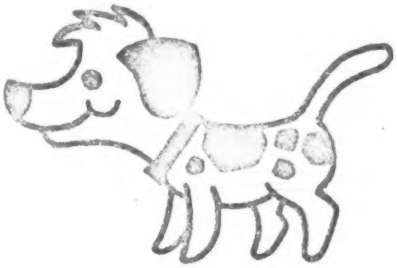
LEVEL THREE

1.3.2 Is able to do some sound blending.

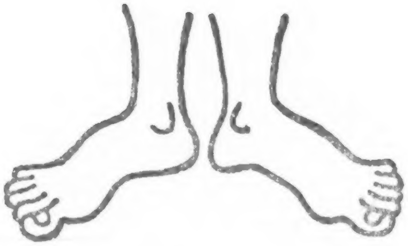
Procedure: Show the child the paired pictures. (Cover pictures not being used.) Say, "This is a cat. Say cat. This is a dog. Say dog." Then the teacher says, "Listen, carefully. I'm going to say it a funny way." Teacher says, "C-a-t". Now you show me which picture I'm talking about." If the child does not point or answer correctly, point to the picture of the cat and say, "What is this? Yes, c-a-t says cat." Then the teacher proceeds to the next paired pictures and says "b-oo-t, c-a-n, m-a-n."

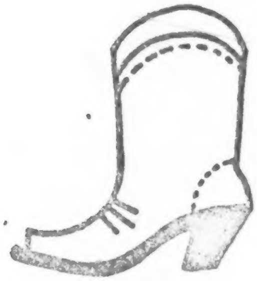
a.





b.





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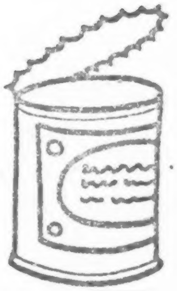
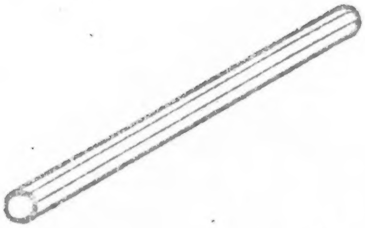


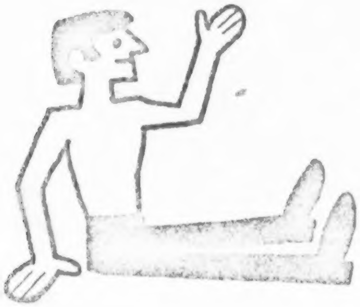


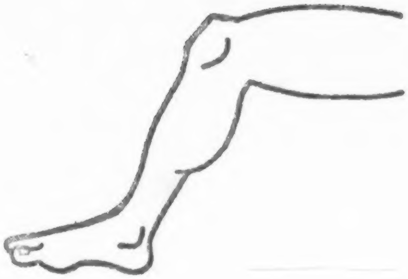
(continued)

LEVEL THREE

1.3.2 Increases ability to blend sounds.
(continued)

d.





Continue with the test using the following words. (No pictures) Child should score 3 correct responses to receive credit for this item. Use item (a.) as the example. Teacher says, "Now I'm going to say some words without pictures. Listen carefully. I'll say it funny and you say it right."

e. p-i-g ____________ f. b-oa-t ______________

LEVEL THREE

1.3.3

Repeats some melody patterns:

Procedure:

a. Say to the child, "I am going to say something and you say it just the way I say it." Then say, "a, a, a." Let your voice rise a pitch up the scale with each word. If he copies the tone, go to the next item. If he fails, say, "Now listen carefully, I am going to say it again, and you say it just like I did." Repeat as before. Score correct if he imitates three tones.

_________ 3 tones

b. Say, "Now listen carefully, I want you to say something else just like I say it." Then say, "Ba, Ba" stressing the first word. After he replies, say, "Now say it this way." "Ba, ba, ba", stressing the second word. After he replies, say, "Now say it this way: "Ba, Ba, Ba", stressing the final word. Score correct if he can imitate all 3 patterns.

_________ 3 patterns

c. The examiner should whisper, "Bang, bang." If the child does not whisper back spontaneously say, "Can you whisper? Whisper, Bang, Bang."

___________ whispers

The child must score at least 1 correct response to get credit for this item.

1.3.4

Recognizes environmental sounds.

Procedure: The child may not see what you do. He may close his eyes or you may sit behind him. He may either tell you what you did, or demonstrate what you did.

____coughing ____humming ____whistling ____hand clapping

____foot scraping

Child should score all responses correctly to receive credit for this item.

LEVEL THREE

1.3.5 Copies a vertical line.

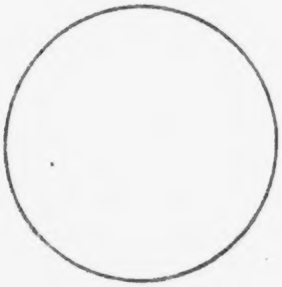
Procedure: Show the child this vertical line. Ask him to copy this vertical line on a blank piece of paper which teacher holds directly below the example. Score this item as correct if the child approximates the example.

1.3.6 Copies a horizontal line.

Procedure: Show the child this horizontal line. Ask him to copy this horizontal line on a blank piece of paper which teacher holds directly below the example. Score this item as correct if the child approximates the example.

1.3.7 Copies a circle.

Procedure: Show the child this circle. Ask him to copy this circle on a blank piece of paper which teacher holds directly below the example. Score this item correct if the circle approximates the example.



LEVEL THREE

2-3. MORPHOLOGY-SYNTAX

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. The child must use the same word order as model sentences. Articulation errors are acceptable. Score the item correct if the child gets 2 out of 3 sentences correct.

(Teacher should not emphasize underlined word.)

2-3.3.1 Uses modals: can, may, will.

"I can run fast." ____________________________

"Daddy may read a book." ____________________________

"I will go home." ____________________________

2-3.3.2 Uses forms of "do".

"I do my work." ____________________________

"I did read the book." ____________________________

"John does run fast." ____________________________

2-3.3.3 Uses 3rd person singular present tense.

"He eats good apples." ____________________________

"She walks to school." ____________________________

"It makes noise." ____________________________

2-3.3.4 Uses past tense (regular &/or irregular) of verbs.

"John walked home." ____________________________

"Daddy ate a cookie." ____________________________

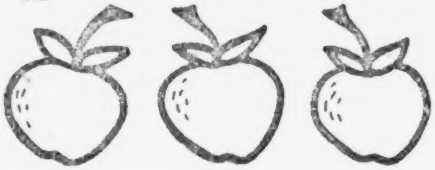
"Mommy sat down." ____________________________

LEVEL THREE

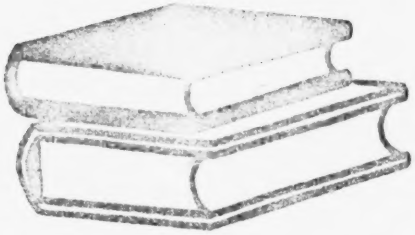
2-3.3.5 Increases use of plurals of nouns.

Procedure: Show child the picture. Say beginning of the sentence and allow the child to supply the last word. (Check use of plurals.) Child must score at least 2 items correct.

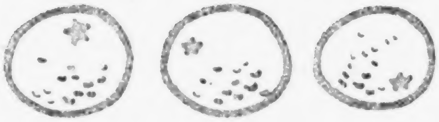
a. "Mary ate 3 ______."



b. "I need 2 ______."



c. "John bought 3 ________. "



LEVEL THREE

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. Score the item correct if the child gets at least one of the items correct. Word order must be repeated correctly. Articulation errors are acceptable.

(Teacher should not emphasize underlined word.)

2-3.3.6 Uses contractions.

"It's a car." ____________________

"That's a big house." ____________________

2-3.3.7 Increases correct use of possessives.

"Daddy's car is blue." ____________________

"His shoe is dirty." ____________________

2-3.3.8 Expands simple sentences with "and".

"I want cookies and candy." ____________________

"He wore his coat and hat." ____________________

2-3.3.9 Uses compound sentences.

"Bill saw the dog and he laughed." ____________________

"I went home and drank some milk." ____________________

2-3.3.10 Begins to use complex sentences by adding clauses at the end.

"He told me where he was going." ____________________

"I don't know what he's doing." ____________________

LEVEL THREE

2-3.3.11 Uses locator.

Procedure: Use a common object such as a pencil. Place it in front of the child and say, "The pencil is here." Then place the pencil across the room, return to the child and say, "Now, the pencil is over there."

Use the same activity and have the child tell you where the pencil is.

here______ there ______

2-3.3.12 Uses some "wh" questions but not in complete sentences.*

Observe whether the child uses "wh" questions.
(why, where, when, which, what)

______yes ______no

2-3.3.13 Is able to repeat a sentence of 6-7 syllables.

Procedure: Teacher says, "Listen carefully. I will say a sentence. I want you to say it after me. Try to say it just the way I say it. Ready? Listen." Record the child's response.

a) "I have a little dog." ______

b) "In summer the sun is hot." ______

c) "The dog runs after the cat." ______

Score this item correct if the child repeats at least one sentence correctly. (Word order must be repeated correctly. Articulation errors are acceptable.)

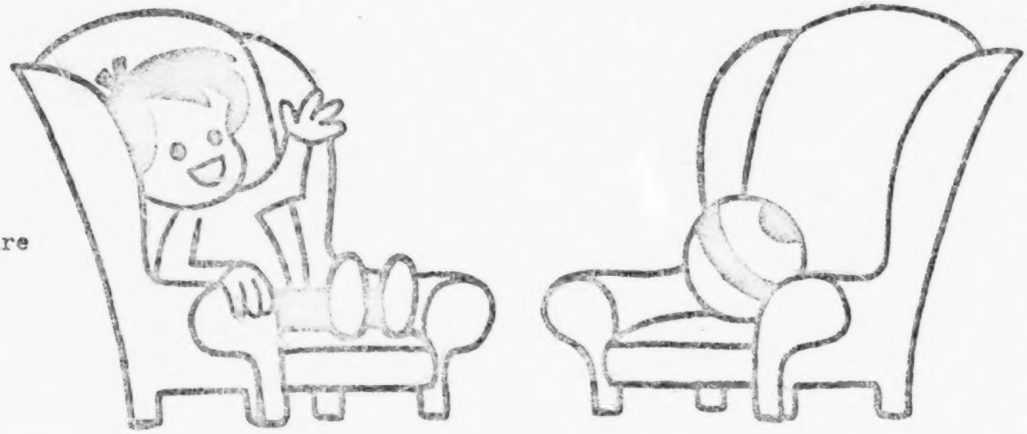
LEVEL THREE

R4. RECEPTIVE SEMANTICS

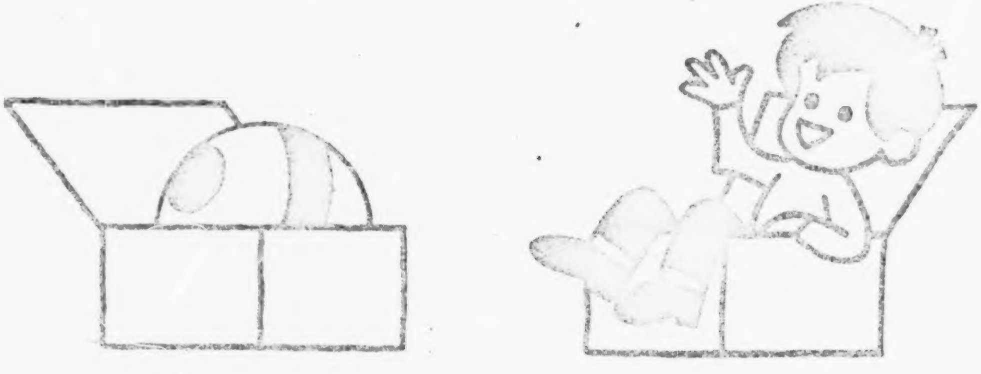
R4.3.1 Understands "who" and "what".

Procedure: Show picture 1 and say, "What is in the chair?" (ball) Show picture 2 and say, "Who is in the box?" Score correct if 2 correct responses. (boy)

Picture 1



Picture 2



R4.3.2 Is able to obey prepositions and prepositional phrases.

Materials: Small doll

Procedure: Hand the child a doll and ask him to put it on the chair. Next ask him to put it under the chair. Then say, "Put it behind (or in back of) the chair." Score correct for 2 or more responses.

_____ on _____ under

_____ in front of _____ behind

R4.3.3 Begins to understand cause and effect.

Procedure: Ask child, "What do you do when you're thirsty?" Do same for cold and sleepy. Score correct for 1 appropriate response.

_____ thirsty _____ cold _____ sleepy

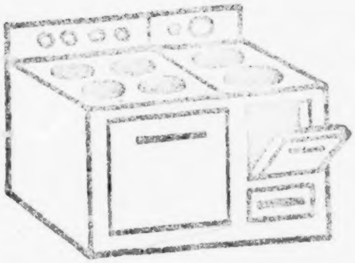
LEVEL THREE

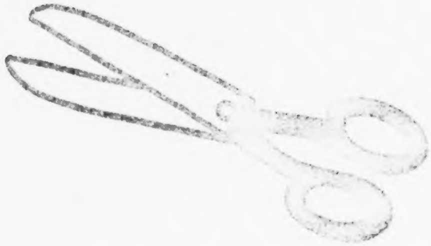
R4.3.4 Indicates simple relationships by pointing.

Procedure: Show the picture and say, "Show me the one we sleep on." "Show me the one we cut with." "Show me the one we cook on." "Show me the one we sit on."

____sleep on ____cut with ____cook on ____sit on

Score correct for 3 or more correct responses.





[illegible]

R4.3.5 Identifies body parts by name.

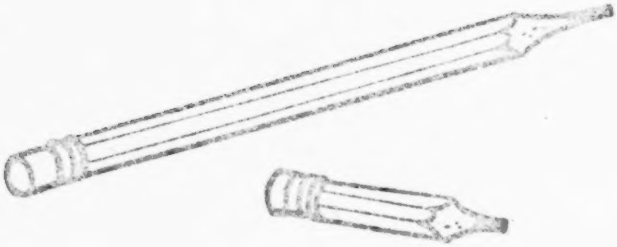
Procedure: Say, "Put your finger on your nose." Use this as a practice item. Then say, "Put your finger on your chin. Put your finger on your elbow." (Knee, ankle.)

Give only 1 trial. Score correct for 1 correct response.

___chin ____elbow ____knee ____ankle

R4.3.6 Understands "long" and "short". (size conservation)

Procedure: Teacher says, "Show me the long pencil". "Put your finger on the long pencil". Present the picture 3 times rotating the picture each time. If the child fails, continue 3 more trials. 3 correct out of 3 trials or 5 out of 6 is a passing score.



LEVEL THREE

R4.3.7 Recognizes actions in pictures.

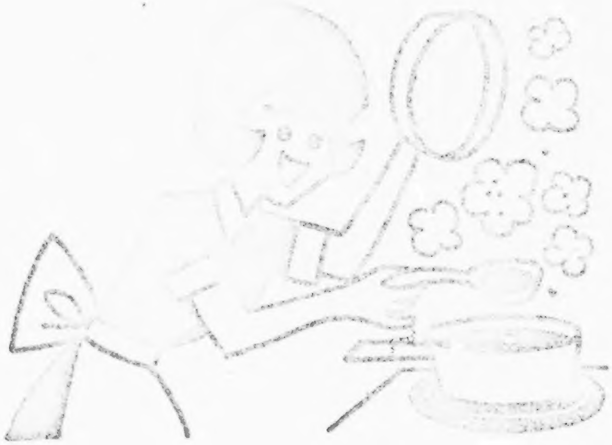
"Point to the mother reading." ____________________

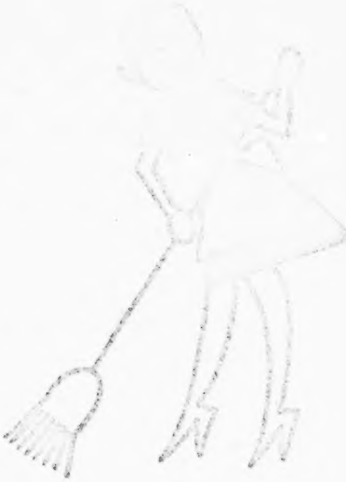
"Point to the mother sweeping." ____________________

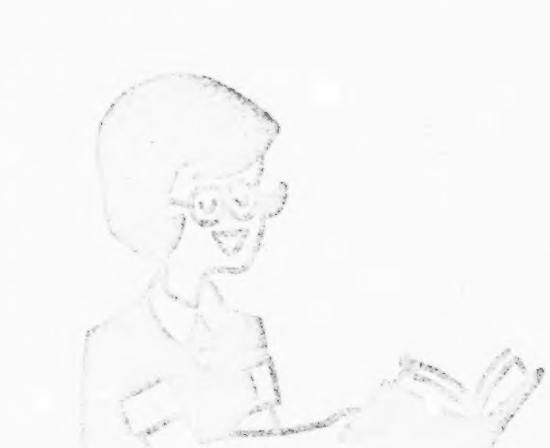
"Point to the mother cooking." ____________________

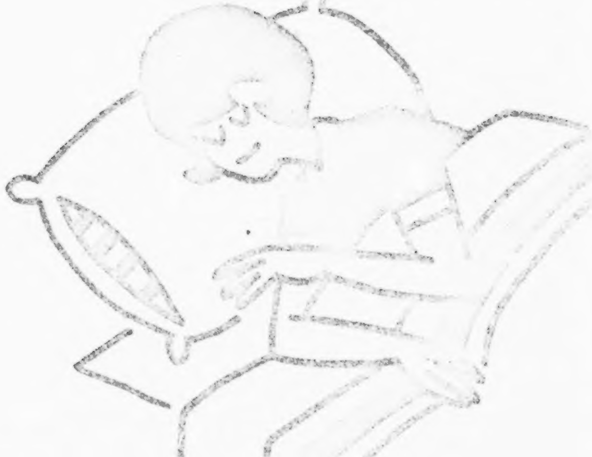
"Point to the mother taking a nap." ____________________

Score correct for 2 correct responses.









LEVEL THREE

R4.3.8 Recalls specific word order in stories.

Teacher says, "Listen. I'm going to tell you a story. Once upon a time there were 3 bears. There was a mama bear, a papa goat and a baby duck. One morning the mama bear made some cereal, but it was too hot. So the 3 bears went for a walk. While they were gone a little girl came to their house. Her name was Snow White. Snow White went into the kitchen."

(If child does not indicate error in the use of wrong words discontinue story.)

LEVEL THREE

E4. EXPRESSIVE SEMANTICS

E4.3.1 Gives full name.

Procedure: Teacher tells the child, "See this space here. I would like to have you see me write your name. Say your name for me and watch me write it down."

E4.3.2 Can identify his own sex.

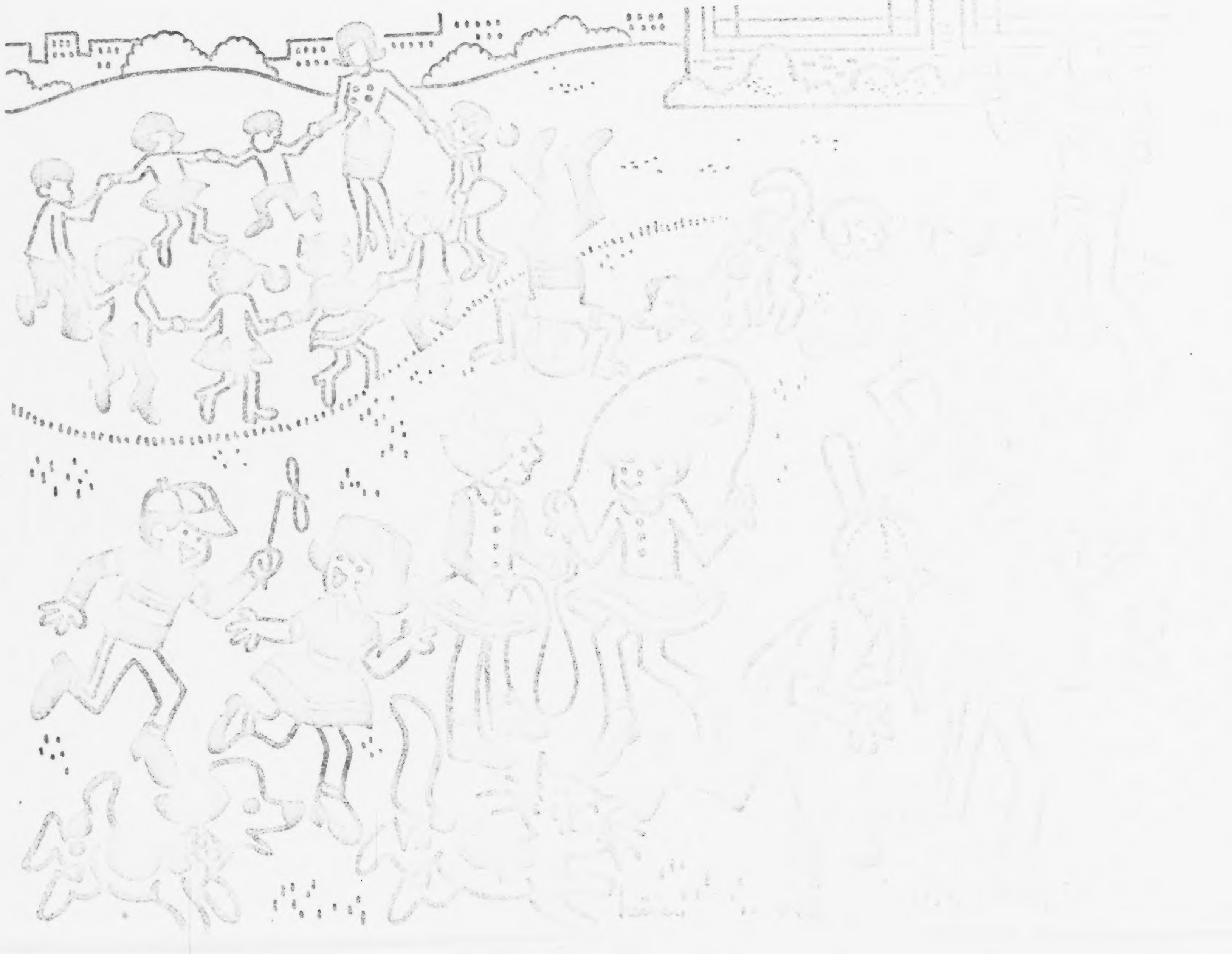
Procedure: Teacher says, "Can you tell me, are you a little boy or a little girl?" ("Little girl" comes before "little boy" if the child is a girl.)

E4.3.3 Can look at a picture and spontaneously name three items.

Procedure: Show the child the picture on p 16a. Say, "Look carefully at this picture. Tell me all about it. What's happening? What are they doing?" Teacher gives no further directions. Write the child's responses in the spaces provided.

Score this item correct if the child names at least three items.

E4.3.3



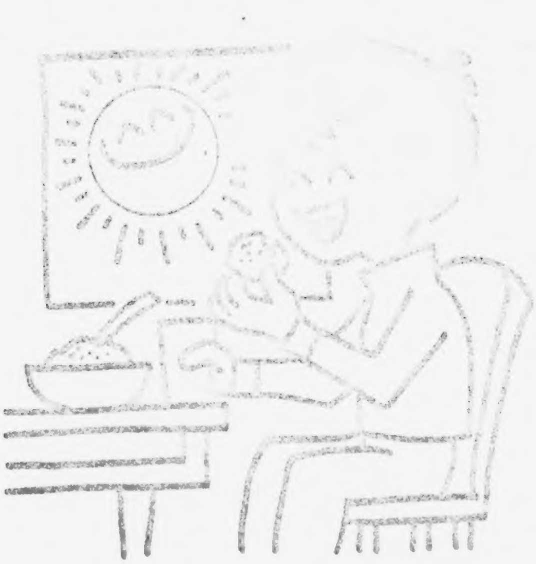
LEVEL THREE

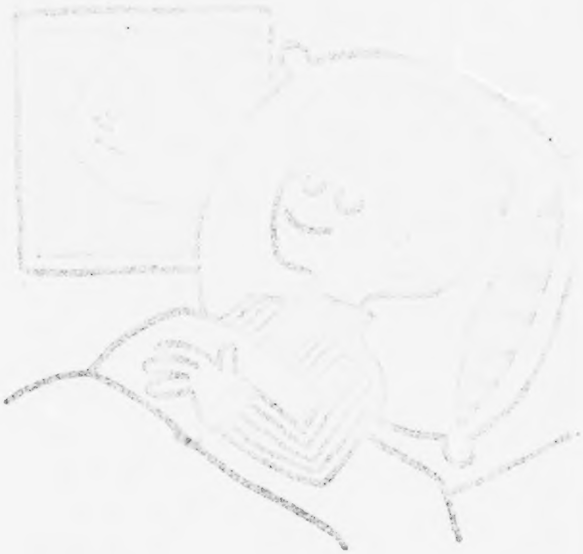
E4.3.4 Uses 4 word verbal responses.

Procedure: Observe the spontaneous speech of the child. Score this item correct if he attempts to produce sentences of at least 4 words in length.

E4.3.5 Recognizes time.

Procedure: Say, "Which picture tells you it is daytime? or nighttime?" 1 correct response is passing.





E4.3.6 Shows auditory judgment.

Procedure: Say, "Now I want you to tell me something. Which is bigger, a daddy or a boy?" Use a conversational tone. Don't indicate if the answer is incorrect, but if it is correct, you may say, "That's right."

a) "Which is bigger, a daddy or a boy?" ____________________

b) "Which is faster, an airplane or a car?" ____________________

c) "Which is older, a mother or a girl?" ____________________

Child must score at least 1 correct response.

LEVEL FOUR

Materials

The following materials are needed in the administration of LEVEL FOUR of this inventory.

Pencil or crayon, small doll, cup, penny, box with a top, building blocks.

1. PHONOLOGY

1.4.1 Uses words that should have good initial, medial and final consonants. [illegible] as well as those at levels 1, 2, 3.

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 1	nose	______				
	monkey	______				
	pig	______				
Level 2	banana	______	spoon	______		
	hammer	______	comb	______		
	happy	______	cup	______		
Level 3	water	______	doghouse	______		
	horse	______				
Level 4	cup	______	chicken	______	duck	______
	fish	______	sofa	______	knife	______
	baby	______	rabbit	______	bathtub	______
	gun	______	wagon	______	dog	______

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7.4.2 [illegible]

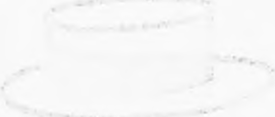
[illegible]

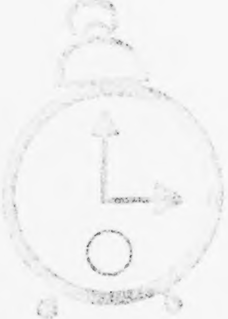
"[illegible]" ______

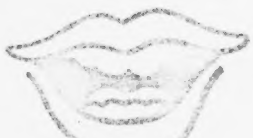
"[illegible]" ______

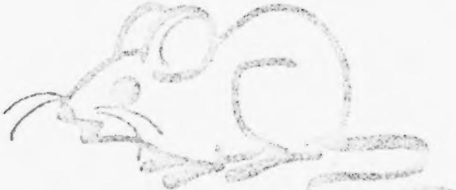
"[illegible]" ______

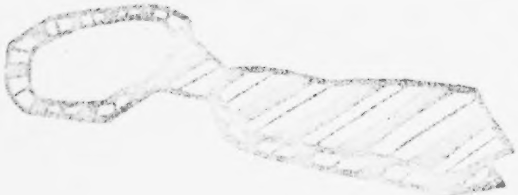
"[illegible]" ______

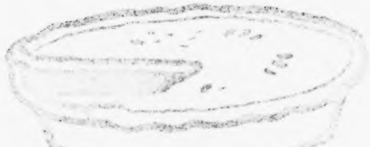












Child should point to at least 3 correctly in order to receive credit.

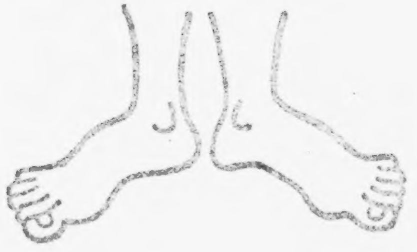
[illegible]

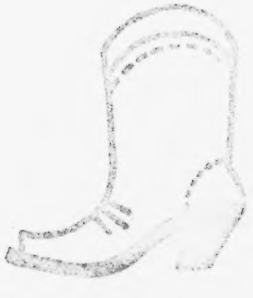
[illegible] [illegible]

[illegible] [illegible] has cat. This is a dog. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] Teacher says "C-a-t." [illegible] talking about. If [illegible] answer correctly, point to the picture of the cat and say: [illegible] c-a-t says cat." Then the teacher proceeds to the next [illegible] pictures and says, "[illegible]".

a.

b.





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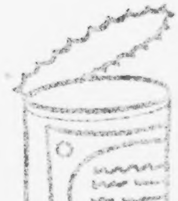
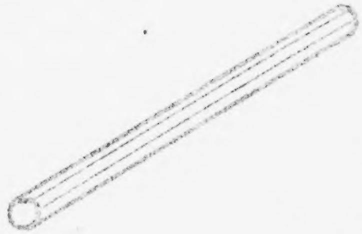




(continued)

1.4.3 [illegible]

d.

Continue with the test using the following words. (No pictures.)
(Child should not see written words.)

"Now I'm going to say some words without pictures. Listen carefully. I'll say it funny and you say it right."

e. p-i-g ________ f. b-oa-t ________
g. f-a-ce ________ h. f-oo-t ________
i. d-i-sh ________

Child should score at least 6 correct responses to receive credit for this item.

1.4.4 Repeats some melody patterns.

Procedure:

a) Say to the child, "I'm going to say something and you say it just the way I said it." Then say, "Bing, Bing, Bing." Let your voice rise a pitch up the scale with each word. If he copies the tone, go to the next item. If he fails, say, "Now listen carefully. I am going to say it again, and you say it just like I did." Repeat as before. Score correct if he imitates three tones.

________ 3 tones

b) Say, "Now listen carefully. I want you to say something else just like I say it." Then say, "Ba, Ba" stressing the first word, then say, "Ba, Ba, Ba", stressing the second word. When he says it say, "Now say it this way, Ba, Ba, Ba", stressing the final word. Score correctly if he can imitate all 3 patterns.

________ 3 patterns

(continued)

1.4.4 [illegible]

[illegible]

________ [illegible]

The child must score all responses correctly to receive credit for this item.

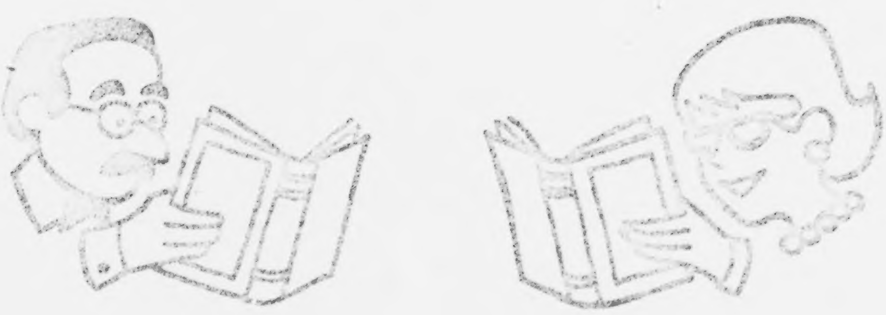
1.4.5 Uses contrastive stress.

Procedure: Show the child the paired pictures below. Say, "What is happening in this picture?", as you point to the first and then the second picture of each pair. Observe whether the child uses stress on the subject in the second of each pair of pictures to show that the subject has changed (ex: 'boy' changes to 'girl'; the action is the same.) 2 examples of the use of stress contrast are needed for passing.

a.

stress used ______

no stress ______



b.

stress used ______

no stress ______

(continued)

1.4.5 [illegible]

c.

stress used ________

no stress ________

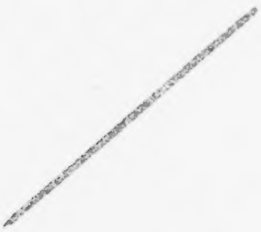
d.

stress used ________

no stress ________

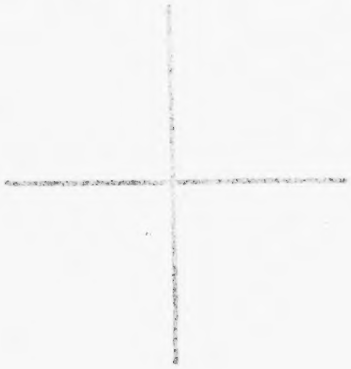
1.4.6 Copies right oblique line.

Procedure: Show the child this right oblique line. Ask him to copy this oblique line on a blank piece of paper which teacher holds directly below the example. Score this item correct if the line approximates the example.



1.4.7 [illegible]

Procedure: [illegible]



1.4.8 Draws at least 2 recognizable forms with pencil or crayon.

Procedure: Give the child a pencil or crayon and paper. Ask him to draw a: house_____ tree_____ boy_____ dog_____. Score this item correct if at least 2 of these items are recognizable.

LEVEL FOUR

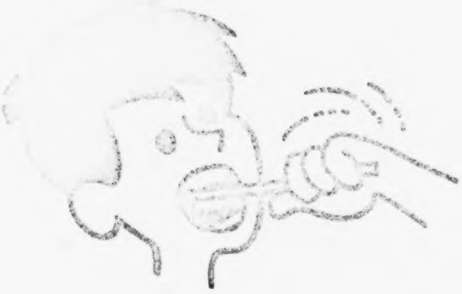
2-3. MORPHOLOGY-SYNTAX

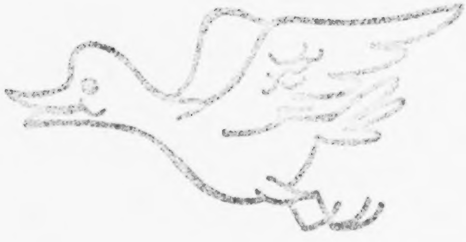
2-3.4.1 Ability to use auxiliary verb in present [illegible] construction [illegible]

Procedure: Use the first picture as a training item. Point to the picture and say, "What is he doing? He is running." Point to the other pictures in turn and ask the child, "What is he doing?" Count this item correct if the child makes any correct responses. (You are testing use of auxiliary verb in present participal construction, is running. Child must use "is" plus "ing" form.)

a. ________

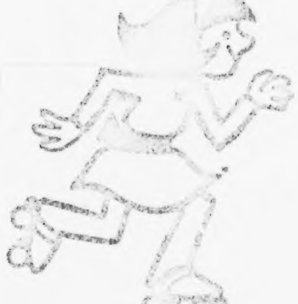
b. ________

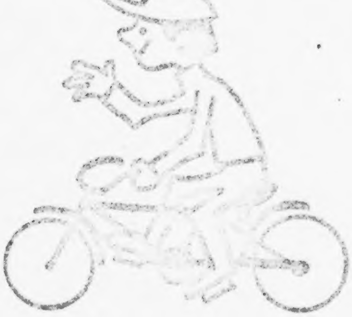




c. ________

d. ________





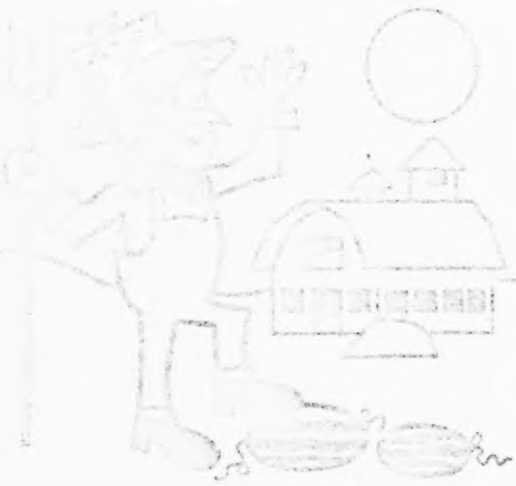
e. ________

f. ________

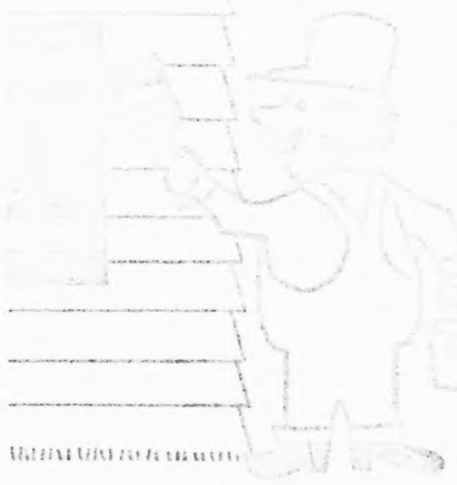
LEVEL ONE

2-3.4.2 [illegible]

[illegible]



This is a man who lives on a farm. He is a ________.

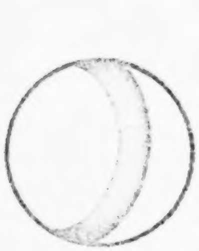


This is a man who uses paint. He is a ________.

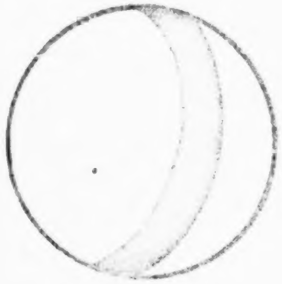
Score item correct if child makes 1 correct response.

2-3.4.3 Uses comparative form of the adjective. (big/bigger)

Procedure: Show the child the pictures below. Teacher reads the sentences. Child supplies the word to complete the sentence.



This ball is big.



This ball is even__________.

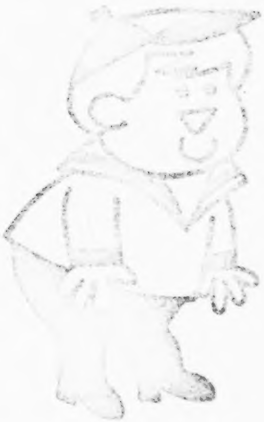
(continued)

LEVEL FOUR

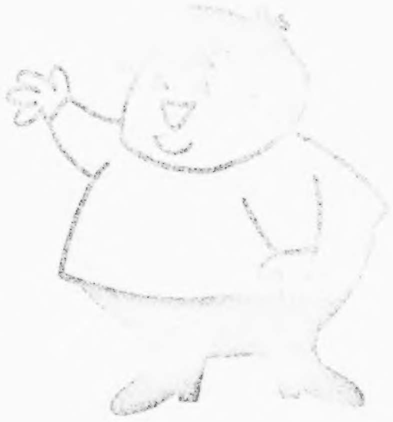
II-3.4.3 (continued) [illegible]

This car is small.

This car is even ________.



This boy is fat.



This boy is even ________.

Score item correct if child makes at least 2 correct responses.

LEVEL FOUR

2-3.4.4 Usually uses singular and plural nouns correctly. (Ask child to [illegible]

Procedure: Show the child the pattern below. Teacher reads the sentences. The child supplies the word to fill the blank.

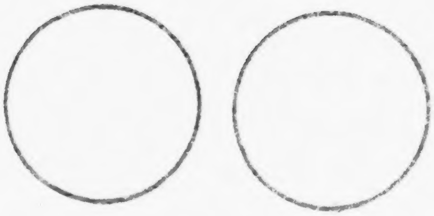
Practice One:

I see 1 ball.

I see 2 balls.

Now check responses:

I see a ______.

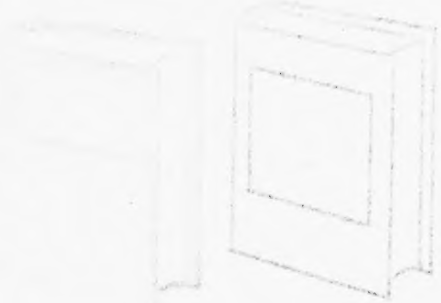


I see 2 ________.

(continued)

LEVEL FOUR

2-3, 4.4 (continued) Recalls the singular and plural forms



I see 2 ________.

I see a ________.

I see a ________.

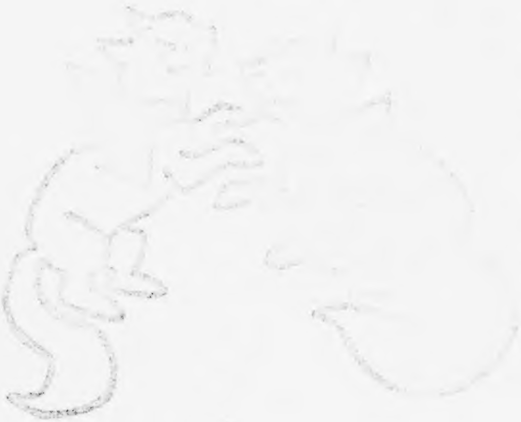
I see three________.

Score this item correct if the child gives at least 2 correct responses of the 3 pairs of pictures presented.

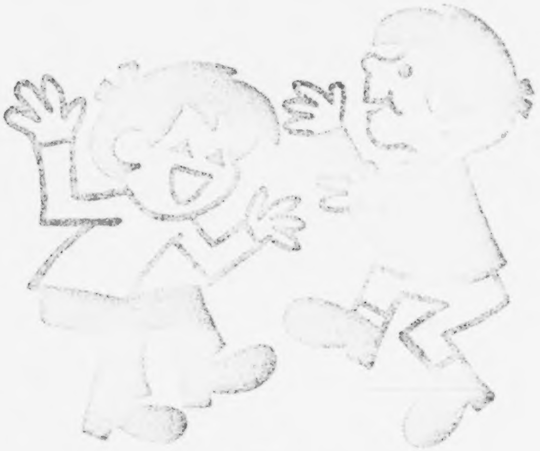
2-3.1.5 [illegible]

[illegible] go on with the lesson. [illegible] use this as a teaching item and go back to it later, supplying the correct response if necessary. The answers are below the pictures. Cover these with a card or paper as you present the pictures.

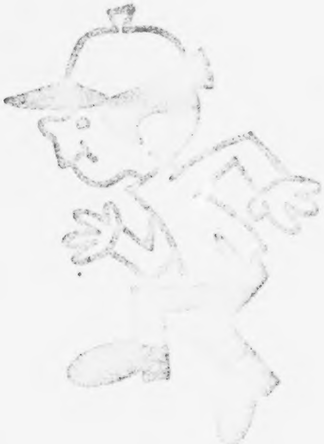
The cat________.
(plays)



The cats ________.
(play)



The boys ________.
(jump)



The boy ________.
(jumps)

(continued)

2-3.4.5 [illegible]

The girl ___________.
(runs)

The girls ___________.
(run)

Score items correct if child makes at least 1 correct response.

(Used for items
2-3.4.6
to
2-3.4.10)

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. Score the item correct if the child gets at least two of the items correct. Word order must be repeated correctly. Articulation errors are acceptable.

(Teacher should not emphasize underlined words.)

2-3.4.6 Uses complete simple sentences beginning with there, it, this, here.

"There is the ball." ___________________

"It is funny." ___________________

"This is my house." ___________________

2-3.4.7 Uses complete simple sentence ending with locator or adjective.

"Daddy is here." ___________________

"The cookie is good." ___________________

"The wagon is red." ___________________

[illegible]

2-3.4.8 [illegible]

"[illegible] it off." ______________

"He [illegible] her clothes." ______________

"She put it on." ______________

2-3.4.9 Substitutes pronoun for subject in a compound sentence.

"David saw the bicycle and he was happy." ______________

"Daddy went to work and he took his lunch." ______________

"Sally went home and she ate a cookie." ______________

2-3.4.10 Uses simple questions.

"Are you nice?" ______________

"Is that a car?" ______________

"Is daddy here?" ______________

2-3.4.11 Is able to repeat a sentence of from 12-13 syllables.

Procedure: Teacher asks the child to repeat the following sentences.

(a) "This boy's name is John and he is a very good boy."

____

(b) "We are going to have a good time at the party."

____

Score this item correct if the child repeats one sentence correctly. (Word order must be repeated correctly. Articulation errors are acceptable.)

R4. RECEPTIVE SEMANTICS

R4.4.1 [illegible] prepositions.

Materials: small doll

Procedure: Hand the child a doll and ask him to put it on the chair. Next ask him to put it under the chair. Then say, "Put it in front of the chair." Then say, "Put it behind (or in back of) the chair." Score correct if he obeys all 4 prepositions.

_______ on _______ under

_______ in front of _______ behind

R4.4.2 Is able to demonstrate an increased understanding of cause and effect.

Procedure: Ask the child:

"What do you do when you're thirsty?" _______

"What do you do when you're cold?" _______

"What do you do when you're sleepy?" _______

Score correct for 3 correct responses.

R4.4.3 Is able to follow 3 consecutive commands.

Materials: A cup, a penny, and a box with a top.

Procedure: Say, "Listen carefully, then do what I ask you to do."

"Give me the cup, open the box, and pick up the penny. Do you understand? First you give me the cup, then open the box, then pick up the penny."

Score correct if all 3 commands are executed in the proper order.

LEVEL FOUR

R4.4.4 [illegible]

Procedure: Say to the child:

1. Pretend [illegible] you are [illegible] your hair. ________
2. Pretend you are throwing a ball. ________
3. Pretend you are eating an ice cream cone. ________

R4.4.5 Is able to identify an increasing number of body parts using himself as a reference.

Procedure: Say, "Put your finger on your nose." Use this as a practice item. Then say, "Put your finger on your chin. Put your finger on your elbow." (knee, ankle.)

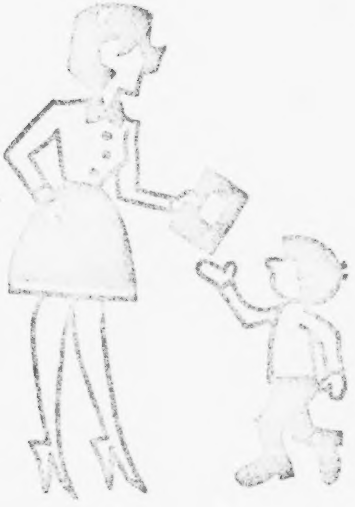
Give only 1 trial. Score correct for 2 correct responses.

________chin ________elbow ________knee ________ankle

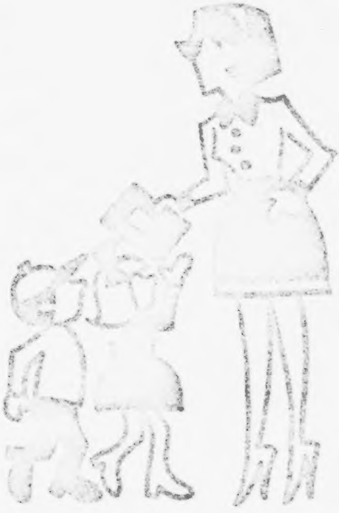
R4.4.6 Recognizes object pronouns. (him/her/them)

Procedure: Teacher says, "Point to the picture that shows ________."

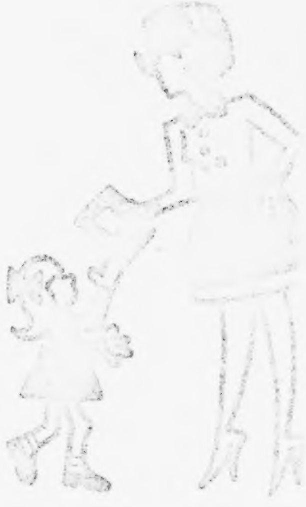
The teacher gives the book to them.



The teacher gives the book to him.



The teacher gives the book to her.



LEVEL [illegible]

E4. EXPRESSIVE SEMANTICS

E4.4.1 [illegible]

PROCEDURE: Examiner says, "[illegible]. Show me the animals or tell me which ones are animals."

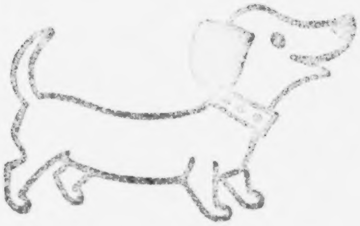
animal ________

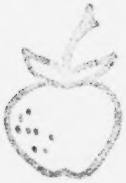
"Show me the ones you can eat or tell me which ones you can eat."

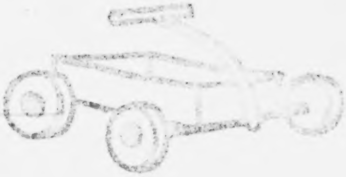
food ________

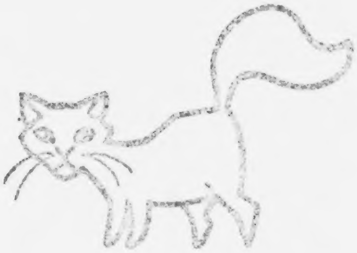
"Show me the toys or tell me which ones are toys."

toys ________









Score this item correct if the child answers all items in at least 2 categories correctly.

LEVEL FOUR

E4.4.2 Talks while he builds or draws.*

Procedure: Teacher asks child to draw a picture, a man, etc., or asks the child to build something with the blocks. Observe and score correct if he talks while he draws or builds.

__________ Talks while he draws or builds.

E4.4.3 Is able to use opposite analogies.

Procedure: Teacher says, "I'm going to start a sentence and I want you to finish it."

(a) Sister is a girl; brother is a __________.
(b) Mother is a woman; father is a __________.
(c) A turtle is slow; a rabbit is __________.
(d) It is light during the day; it is dark at __________.

Score correct if the child is able to complete 2 out of 4 correctly.

E4.4.4 Can verbalize awareness of senses.

Procedure: Teacher says, "What do you do with your eyes?" __________
"What do you do with your ears?" __________

Score this item correct if the child answers both items correctly.

E4.4.5 Uses 5+ word verbal response.*

Procedure: Observe the spontaneous speech of the child. Score this item correct if he is able to produce sentences of at least 5 words in length. Record a typical sentence that the child uses.

____.

E4.4.6 Shows auditory judgment.

Procedure: Say, "Now I want you to tell me something. Which is bigger, a daddy or a boy?" Use a conversational tone. Don't indicate if the answer is incorrect, but if it is correct, you may say, "That's right."

(continued)

E4.4.6 (continued)

a) Which is bigger, a lady or a boy? ____________

b) Which is faster, an airplane or a car? ____________

c) Which is older, a mother or a girl? ____________

Child must score at least 2 correct responses.

E4.4.7 Deals verbally with non-present situations.

Procedure: Teacher says, "Listen carefully. I want you to answer these questions for me."

What sleeps? ____________

What burns? ____________

What floats? ____________

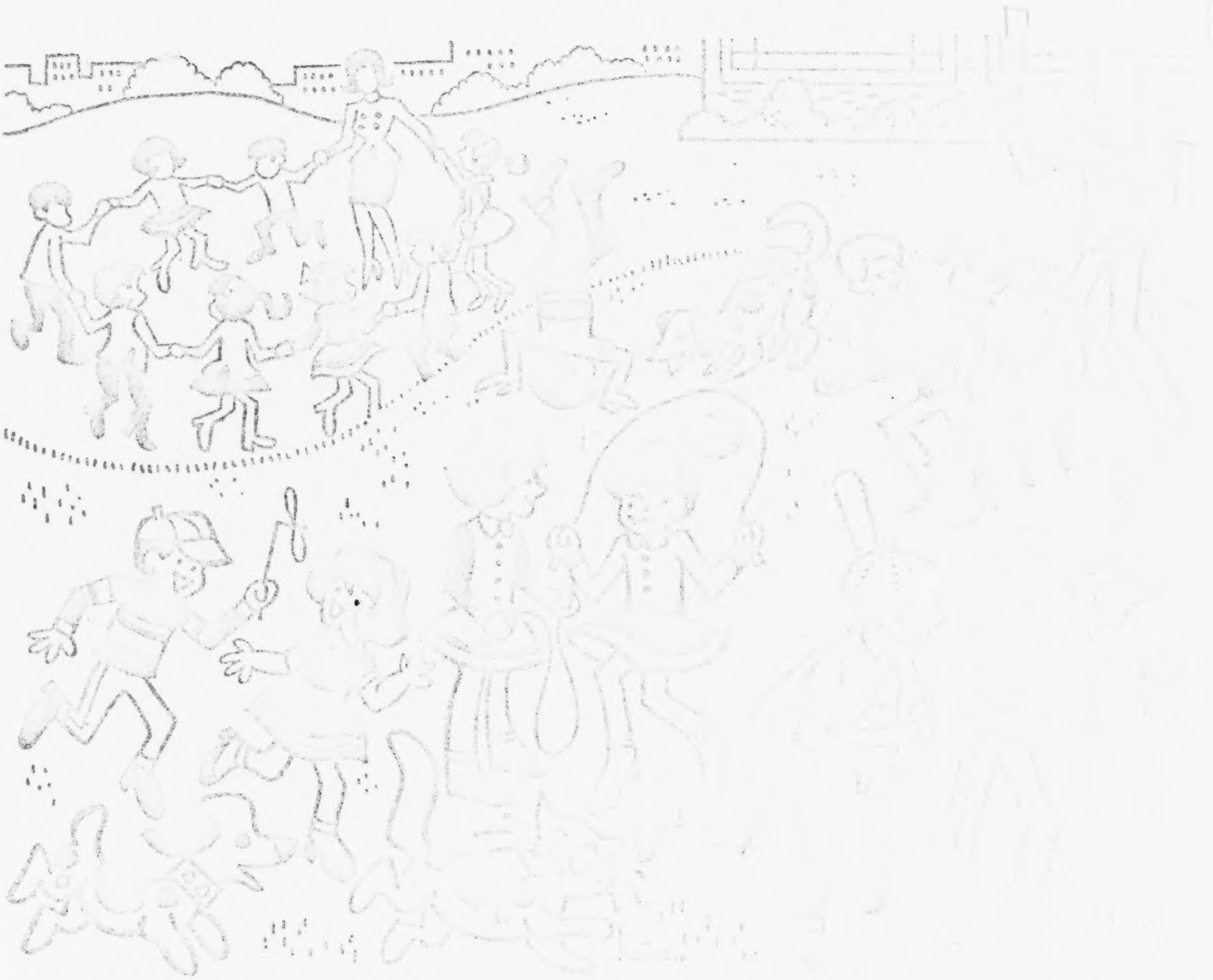
What explodes? ____________

Score this item correct if the child answers all four correctly.

E4.4.8 Can look at a picture and spontaneously name action depicted.

Procedure: Show the child the picture on p.21. Say, "Look carefully at this picture. Tell me all about it. What's happening? What are they doing?" Teacher gives no further directions. Write the child's responses in the spaces provided.

E4.4.8



[illegible]

[illegible]

LEVEL FIVE

Materials

The following materials are needed in the administration of LEVEL FIVE of this inventory:

Penny, nickel, dime, quarter, color cards or crayons: red, blue, yellow, green and pencil or crayon.

1. PHONOLOGY

1.5.1 Uses words that should have good initial, medial and final consonants. (/d/, /j/) most positions, as well as consistently correct use of sounds from Levels 1, 2, 3, 4.

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 1

nose ____
monkey ____
pig ____

Level 2

banana ____
hammer ____
happy ____
spoon ____
comb ____
cup ____

Level 3

water ____
horse ____
doghouse ____

Level 4

cup ____
fish ____
baby ____
gun ____
chicken ____
sofa ____
rabbit ____
wagon ____
duck ____
knife ____
bathtub ____
dog ____

Level 5

doll ____
yellow ____
ladder ____
onion ____
bird ____

9-72

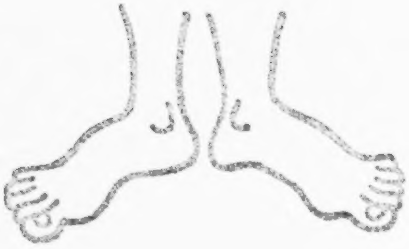
[illegible]

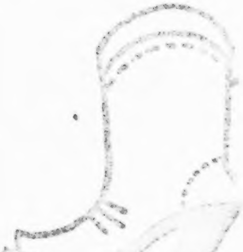
1.5.2 [illegible]

Procedure: Show the child the paired pictures. (Other pictures are [illegible].) Say, "This is a [illegible]. This is a [illegible]." [illegible] teacher says "c-a-t". "Show me which picture I'm talking about." If the child does not point or answer correctly, point to the picture of the cat and say, "What is this? Yes, c-a-t says cat." Then the teacher proceeds to the next paired pictures and says "b-oo-t, [illegible], [illegible]."

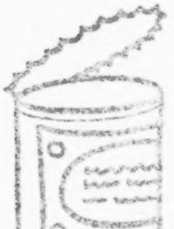
a.

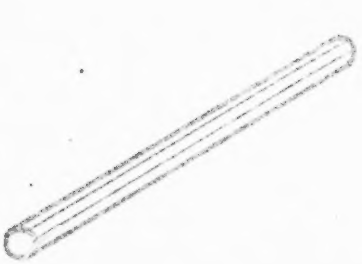
b.





c.





(continued)

LEVEL ONE

1.5.2 (continued) Increased ability to [illegible]

d.

Continue with the test using the following words. (No pictures.) (Child should not see written words.)

"Now I'm going to say some words without pictures. Listen carefully. I'll say it funny and you say it right."

e. p-i-g _____ f. b-oa-t _____ g. f-a-ce _____

h. f-oo-t _____ i. d-i-sh _____ j. m-ou-th _____

k. c-a-ke _____

Child should score 9 correct responses to receive credit for this item.

1.5.3 Indicates attentive auditory imitation.

Procedure: Say, "Tap the table just like I do. Listen carefully and wait until I finish tapping before you start." (Tap evenly with 1 second intervals between taps.)

a) Tap 3 times _________
b) Tap 2 times _________
c) Tap 4 times _________

Two correct responses is passing.

LEVEL ONE

1.5.4 Can discriminate, auditorially, likenesses and differences in paired words.

Procedure: Teacher should hold a paper in front of her mouth as she says the following word pairs. Each paired word set is said once. However, if child did not seem to hear the words, the teacher may return to individual word pairs after she has completed the sequence. Teacher says, "Listen. Are these words the same of different?"

Example: book cook
Example: book look

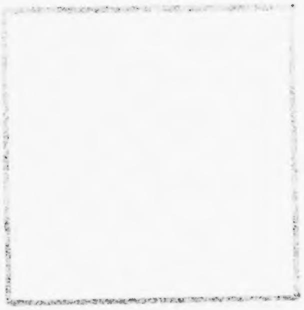
1. gum dumb
2. bug bud
3. shape shake
4. jail jail
5. map nap
6. shot shop
7. cat cap
8. ball ball
9. sick thick
10. sat sat

Child must score at least 4 correct.

[illegible]

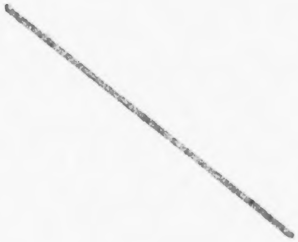
1.5.5 Copies a square.

Procedure: Show the child this square. Ask him to copy [illegible] on a blank piece of paper [illegible] directly below the example. Score this item correct if the drawing has 4 angles.



1.5.6 Copies left oblique line.

Procedure: Show the child this left oblique line. Ask him to copy this left oblique line on a blank piece of paper which teacher holds directly below the example. Score this item correct if the line approximates the example.



2-3. MORPHOLOGY-SYNTAX

2-3.5 Uses most possessives correctly.

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. Score the item correct if the child gets at least 3 of the sentences correct. Word order must be repeated correctly. Articulation errors are acceptable. (Teacher should not emphasize underlined words.)

"My kitty is gone." ______________

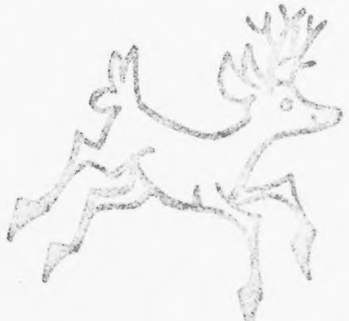
"His mother is coming." ______________

"Its fur is soft." ______________

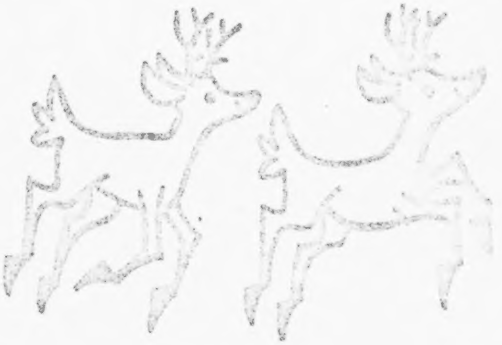
"Daddy's car is blue." ______________

2-3.5.2 Understands singular and plural of "be".

Procedure: Tell the child. "I'm going to tell you about these pictures. Listen carefully. The deer is running, the deer are running." Now teacher points to the first picture and says, "Which one is this?" Then she points to the next picture and says, "Which one is this?" If the child responds correctly, go on with the test. If the child doesn't respond correctly, use this as a practice item and go over it again, supplying the correct response if necessary. The answers are below the picture. Cover these with a card or paper as you present the pictures. (Avoid emphasis of underlined word.)



The deer is running.



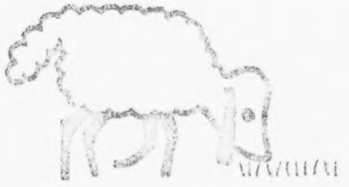
The deer are running.

(continued)

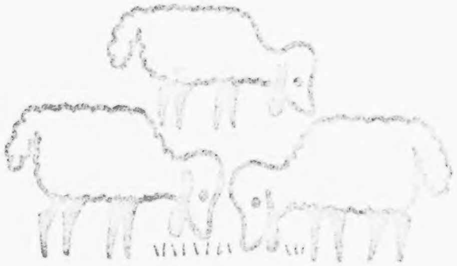
2-3.5.2 (continued) Understands singular and [illegible]

The fish are swimming.

The fish is swimming.



The sheep is eating.



The sheep are eating.

Score this item correct if child uses at least 2 correct responses of the 3 pairs of pictures presented.

2-3.5.3 Understands future/present/past tense.

Procedure: Use the first set of pictures as a practice item. Point to each picture in turn and read the caption. Then point to each picture and read the caption omitting the underlined words. Child completes the sentence. Accept any future tense form: "will jump, is going to jump." (Accept any present tense form: "jumps, is jumping.") (Accept any past tense form: "ate/eated" "rode/rided".)

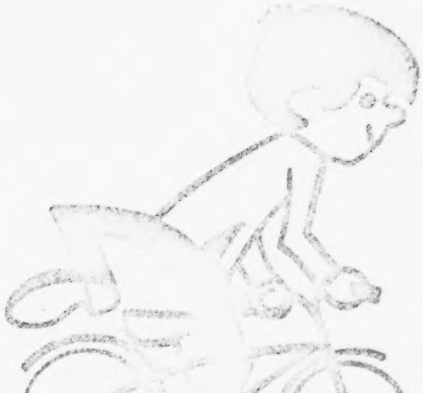
[illegible]

1. Yesterday the boy jumped.

2. Today the boy is jumping.

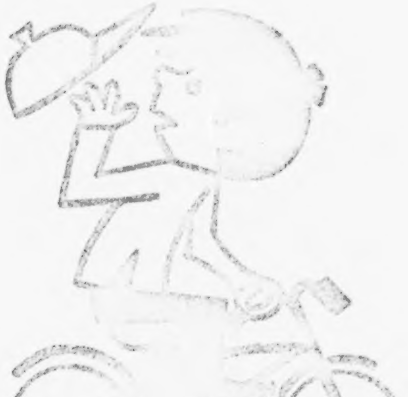
3. Tomorrow the boy will jump.

Continue the activity. Teacher reads caption, child completes sentences.



1. Yesterday the boy ____________.

(continued)



2. Today the boy ______________.

3. Tomorrow the boy ___________.

LEVEL FIVE

2-3.5.2 continued: [illegible]

Yesterday Daddy ____. Today Daddy ______. Tomorrow Daddy _________.

Score correct if child gives at least 1 correct response for each tense.

(Use for Items 2-3.5.4 and 2-3.5.7)

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. Score the item correct if the child gets at least 1 of the examples correct. Word order must be repeated correctly. Articulation errors are acceptable.

2-3.5.4

(Teacher should not emphasize underlined words.)
Incorporates infinitives into sentences.

"I want to eat an apple." ______________

"I like to play." ______________

LEVEL FIVE

2-3.5.5 Uses "so" conjunction.

"He saw him so he hit him." ________

"The dog barked so I ran home." ________

2-3.5.6 Uses "if" conjunction.

"I'll give it to you if you want it." ________

"I'll stay home if it rains." ________

2-3.5.7 Uses "cause" conjunction.

"He'll eat it because it's good." ________

"She fell down because she ran fast." ________

2-3.5.8 Is able to repeat a sentence of from 12-13 syllables.

Procedure: Teacher says, "Listen carefully. I will say a sentence. I want you to say it after me. Try to say it just like I say it. Listen." Record child's responses.

(a) "Jack likes to feed the little puppies in the barn."

____

(b) "We are going to buy some candy for mother."

____

Score this item correct if the child repeats at least 1 sentence correctly. Word order must be identical to test sentence but articulation errors are accepted.

R4. RECEPTIVE SEMANTICS

R4.5.1 Is able to show [illegible] use of gesture to [illegible] [illegible].

Procedure: Say, "This is something big." [illegible] arms with the palms perpendicular. [illegible] "Now with your hands, you show me [illegible]." Score: Give him credit if he shows, [illegible], something small.

_______________ shows something small [illegible].

R4.5.2 Is able to understand first, last and middle.

Procedure: Say, "Show me the first car in the line." Next say, "Show me the last car in the line." Then say, "Show me the middle car in the line."

Score correct if the child correctly identifies the first, last and middle car.

__________ first

__________ last

__________ middle

LEVEL [illegible]

( ) R4.5.3 Understands the concept of [illegible]

Procedure: Show the child the picture and say, "Show me one that is different."

Score correct if the child correctly identifies the dog as different from the children.

(

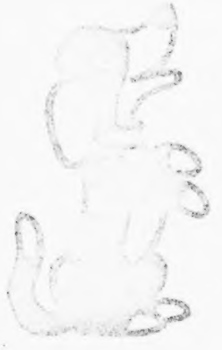
RA.5.4 [illegible]

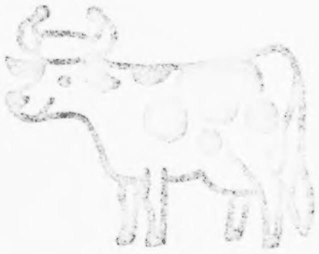
[illegible] the questions written below the pictures. [illegible] respond verbally or by pointing.

(a) Which is the picture of a fruit?

(b) Which is the picture of a vegetable.

(c) Which is the picture of meat?





(a) Which is the picture of an animal that lives on a farm?

(b) Which is the picture of an animal that lives in the zoo?

(c) Which is the picture of an animal that you may have for a pet?

LEVEL FIVE

E4. EXPRESSIVE SEMANTICS

E4.5.1 Can tell his age.

Teacher says, "How old are you?" Record answer here. ________

E4.5.2 Uses pronouns she, he, they.

Procedure: Teacher says, "If you were talking about your mother would you say he, she or they? ________

If you were talking about your father would you say he, she or they? ________

If you were talking about the children in your room would you say he, she or they? ________

Score this item correct if the child uses all 3 pronouns correctly.

E4.5.3 Names familiar colors correctly.

Procedure: Show the child the following colors and ask him to name them. You may use crayons or color chips.

red________ blue________ yellow________ green________

Score item correct if the child makes at least 3 correct responses.

E4.5.4 Can name 2-3 coins correctly.

Procedure: Show the child the following coins. Ask him to name them.

penny________ nickel________ dime________ quarter________

Score item correct if he names at least 3 coins correctly.

LEVEL FIVE

E4.5.7 Uses 4-word verbal responses.

Procedure: Observe the spontaneous speech of the child. Score this item correct if he is able to produce sentences of at least 4 words in length. Write a typical sentence that the child uses.

____.

E4.5.8 Shows auditory judgment.

Procedure: Say, "Now I want you to tell me something. Which is bigger, a daddy or a boy?" Use a conversational tone. Don't indicate if the answer is incorrect, but, if it is correct, you may say, "that's right."

a) Which is bigger, a daddy or a boy? ____________________.

b) Which is faster, an airplane or a car? ____________________.

c) Which is older, a mother or a girl? ____________________.

Child must score at least 3 correct responses.

[illegible]
[illegible]

[illegible]

LEVEL SIX

Materials

Pencil

1. PHONOLOGY

1.6.1 Uses words that should have good initial, [illegible] and final consonants (/[illegible]/, /[illegible]/) all of the time, as well [illegible] consistently correct use of sounds described in LEVELS 1, 2, [illegible], 4, 5. (May be using consonants: /l/, /l blends/, /ng/, /[illegible]/, /[illegible]/, /r blends/, /dj/ and /ch/ most of the time.)

SPEECH SOUND INVENTORY

Procedure: Teacher says; "Please say these wo[illegible] after me." Note whether the child uses the underlined soun[illegible] correctly.

Level 1	nose	______				
	monkey	______				
	pig	______				
Level 2	banana	______	spoon	______		
	hammer	______	comb	______		
	happy	______	cup	______		
Level 3	water	______				
	horse	______	doghouse	______		
Level 4	cup	______	chicken	______	uck	______
	fish	______	sofa	______	ife	______
	baby	______	rabbit	______	thtub	______
	gun	______	wagon	______	g	______
Level 5	doll	______	ladder	______	rd	______
	yellow	______	onion	______		

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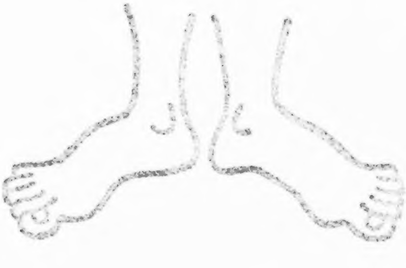
LEVEL SIX

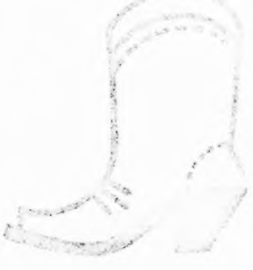
1.6.2 [illegible]

Procedure: When the child has learned [illegible] [illegible] pictures [illegible]. Say cat. This is a dog. [illegible] "Listen, carefully. I'm going to say the first word," the teacher says. "C-a-t." [illegible] If the child does not point or answer correctly, point to the picture of the cat and say, "What is this? [illegible]" Then the teacher proceeds to the next paired pictures and says, "b-oo-t, c-a-n, m-a-n".

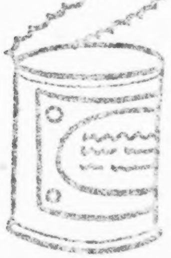
a.

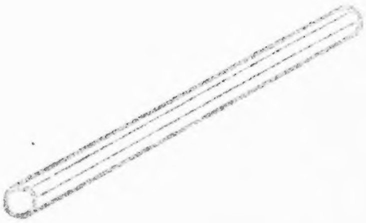
b.



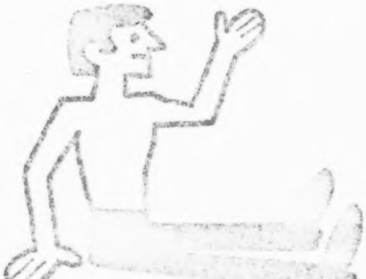


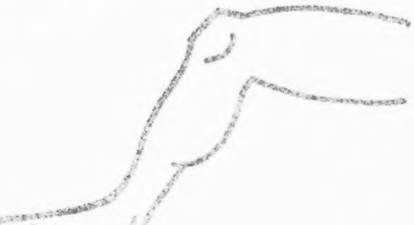
c.





d.





LEVEL [illegible]

1.6.2 (Continued) [illegible]

Continue with the test using the following words. (No pictures) Child should not see written words.

"Now I'm going to say some words without pictures. Listen, carefully. I'll say it funny and you say it right."

e. p-i-g ______ f. b-oa-t ______ g. f-a-ce ______ [illegible] ______

h. f-oo-t ______ i. d-i-sh ______ j. m-ou-th ______

k. c-a-ke ______ l. sh-ow ______ m. sh-o-p ______

Child should score 11 correct responses to receive credit for this item.

1.6.3 Imitates and repeats variations in pitch.

Procedure: Teacher sings 1 tone from middle C to second F above middle C. The child should reproduce this tone accurately in order to score this item correctly.

accurate tone ______________ inaccurate tone ________________

[illegible]

1.6.4 [illegible]

Procedure: Teacher says: "Listen. Are these words the same or different?" Example: [illegible] Example: [illegible]

1. gun dumb

2. bun mud

3. shape shake

4. jail jail

5. map nap

6. shot shop

7. cat cap

8. ball ball

9. sick thick

10. sat sat

Child must score at least 6 correct.

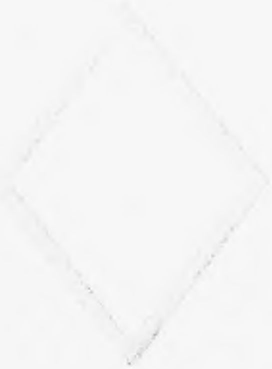
1.6.5 Holds a pencil with a grip that approximates that of an adult.*

Observe the child as he picks up the pencil ready to do the task in item 1.6.7. To score this item correct his writing hold of the pencil should approximate that of an adult.

[illegible]

1.6.6 Is able to trace a diamond.

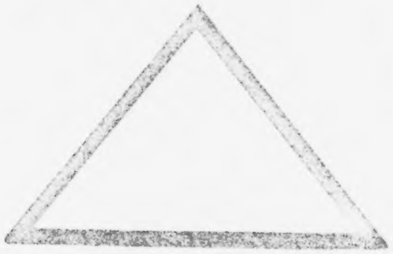
Procedure: Show the child the diamond. Ask him to trace over the diamond.



Score this item correct if the child accurately traces the figure.

1.6.7 Is able to copy a triangle.

Procedure: Show the child this triangle. Ask him to copy this triangle on a blank piece of paper which teacher holds directly below the example.

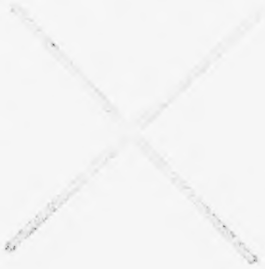


Score this item correct if the drawing has 3 angles.

LEVEL SIX

1.6.8 Copies oblique cross.

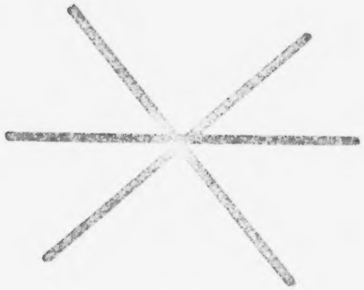
Procedure: Show the child this oblique cross. Ask him to copy this oblique cross on a blank piece of paper which teacher holds directly below the example.



Score this item correct if the lines of the cross approximate the example.

1.6.9 Copies 3 line cross.

Procedure: Show the child this three line cross. Ask him to copy this three line cross on a blank piece of paper which teacher holds directly below the example.



Score this item correct if the lines approximate the example. They should be 3 continuous lines.

LEVEL [illegible]

L.[illegible] 10 [illegible]

Give the child this sheet [illegible] his first and last name. If he cannot do this, [illegible] such as cat and dog. Score this item correct if the child writes [illegible] words correctly.

2-3. MORPHOLOGY-SYNTAX

Procedure: Tell the child, "Say these sentences after me. Say them exactly as I say them. Wait until I say the whole sentence before you say it back to me." Transcribe the child's exact response. Score the item correct if the child gets at least 1 of the items correct. Word order must be repeated correctly. Articulation errors are acceptable.

(Teacher should not emphasize underlined words.)

2-3.6.1 Uses passive tense.

"He got tied up." ____________________

"He was washed." ____________________

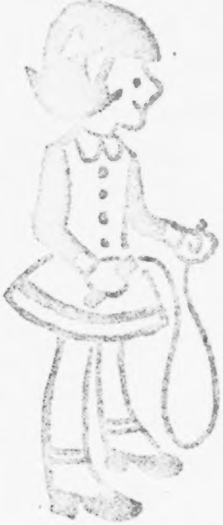
2-3.6.2 Uses "wh" words in a complete question.

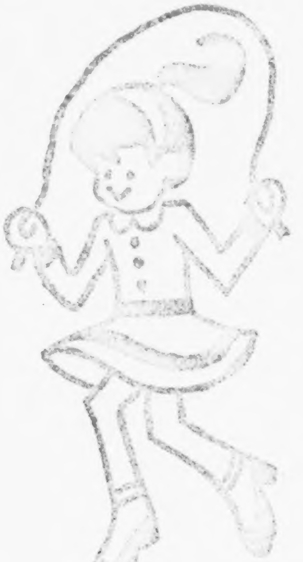
"Where does it go?" ____________________

"What do you want?" ____________________

2-3.6.3 Uses negatives in complete sentences.

Procedure: Teacher says: "Listen, carefully. I will tell you about these pictures. "The girl is jumping." "The girl is not jumping." Teacher points to "not jumping" and says, "Now tell me about this one."





2-3.6.4 Uses n't with auxiliaries.

"I don't want it." __________

"She didn't go." __________

2-3.6.5 Uses conjunction in the subject.

"The car and the truck can go." __________

"Dogs and cats make good pets." __________

2-3.6.6 Uses more possessives accurately.

"John's book is torn." __________

"We went to their house." __________

LEVEL SIX

R4. RECEPTIVE SEMANTICS

R4.6.1 Continues to make expanded use of gesture to describe a non-present situation.

Procedure: Put your finger out horizontally about half the height of the child and say, "See this? This is something short." Then say, "Now you show me something tall." Score correct if he raises his hand above the level of his eyes.

__________ Shows something tall with gestures.

R4.6.2 Is able to identify an increasing number of body parts using himself as a reference.

Procedure: Say, "Put your finger on your nose." Use this as a practice item. Then say: "Put your finger on your chin. Put your finger on your elbow." (knee, ankle.) Score correct for 3 correct responses. (Note: Children rarely know where the ankle is before the age of six.)

______chin ______elbow ______knee ______ankle

LEVEL SIX

E4. EXPRESSIVE SEMANTICS

E4.6.1 Can define a noun.

Procedure: The teacher says, "I want you to tell me what each of these words mean."

(a) What is a ball? ____________________

(b) What is a hat? ____________________

(c) What is a stove? ____________________

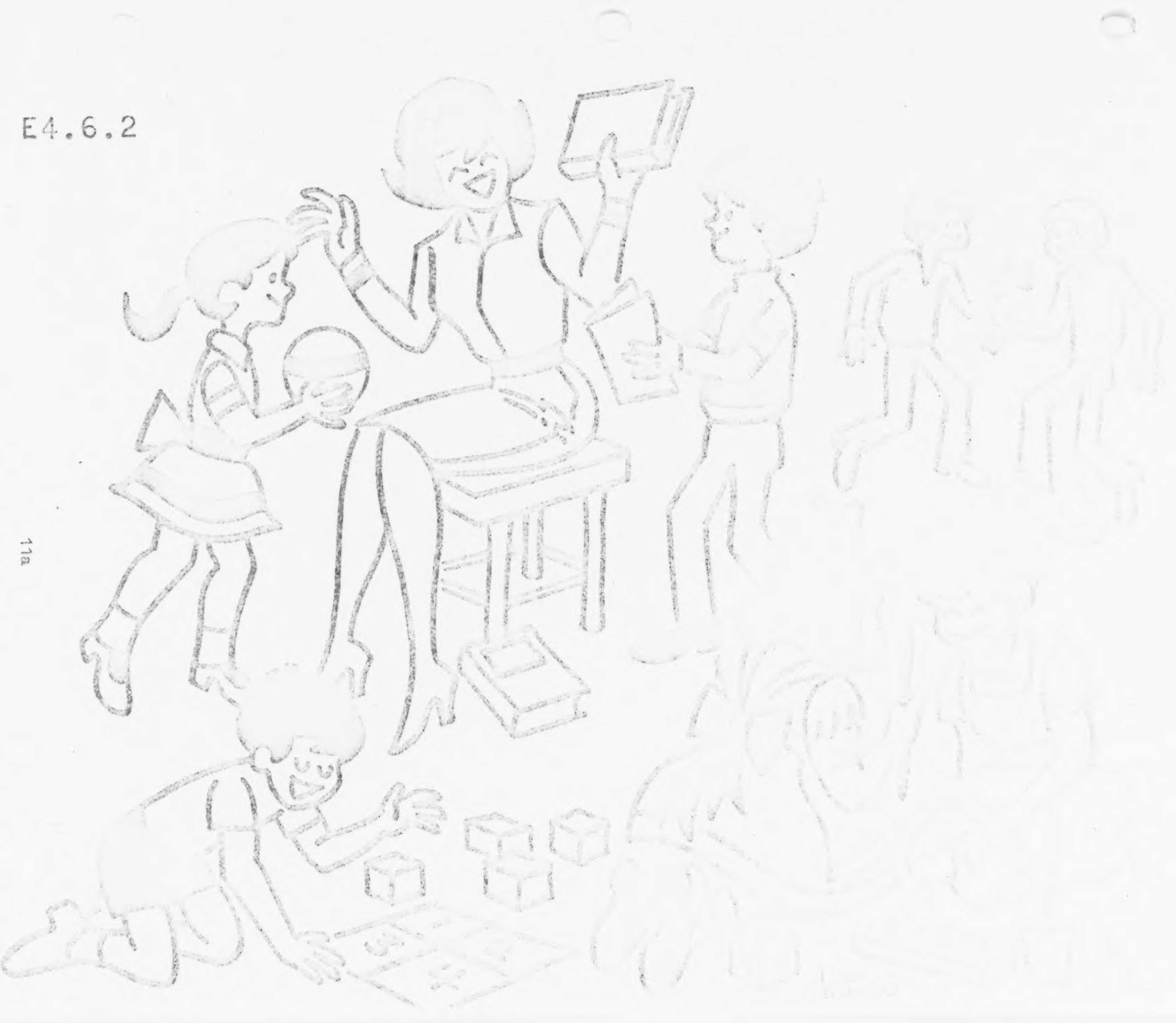
Score this item correct if the child makes at least 2 correct responses. Correct response is by description, use or category.

E4.6.2 Gives a descriptive comment regarding a composite picture.

Procedure: The teacher says, "Tell me all about this picture." If there is no response say, "Tell me what's happening?" Give no further directions. Score correct if the child does more than name objects. He must use descriptive words such as: a big ball, a happy boy, a funny picture, and some interpretation of the picture, as well.

Record response. See picture next page 11a

E4.6.2



LEVEL SIX

E4.6.3 Able to comprehend [illegible]

Procedure: The teacher asks the child:

(a) What must you do when you have lost something?

____

(A correct response should refer to search)

(b) What must you do before you cross the street?

____

(A correct response should suggest caution or conformity with regulations in crossing the street.)

Score correct if child answers at least 1 question correctly.

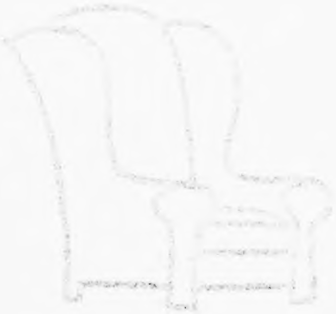
E4.6.4 Begins to be able to verbalize relationships.

Procedure: The teacher presents each picture series in turn and asks the question printed below the picture.

a. Which of these go together? ____________________

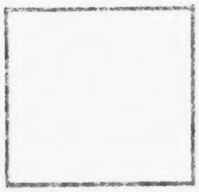
Why? ____________________

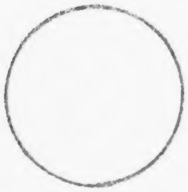
(continued)

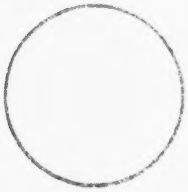


b. Which of these go together? ____________________

Why? ____________________







c. Which of these go together? ____________________

Why? ____________________

(continued)

E4.6.4 (continued) Verbalizes relationships

d. Which of these go together? ______________________

Why? ______________________________________

Score this item correct if the child verbalizes two relationships correctly.

E4.6.5 Can name eye, elbow, thumb.

Procedure: Teacher points to her eye, elbow, and thumb and asks child each time: "What is this?"

__________eye __________elbow __________thumb

Score correct if child names all three correctly.

E4.6.6 Understands the concepts of "bigger" and "more" with verbal directions only.

Procedure: Say to the child:

a) Which is bigger; an elephant or a mouse?

____

b) Which is more; 6 pieces of candy or 4 pieces of candy?

____

Score correct for 2 correct answers.

[illegible]
[illegible]

[illegible] Inventory in Language

LEVEL SEVEN

Material

The following material is needed in the administration of LEVEL SEVEN of this inventory.

Pencil

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.7.1 Blends English language sounds to form words by aural stimulation.

Increases ability to blend sounds.

Procedure: Read each word to the student. (Student should not see written words). Say: "Listen carefully; c-a-t. What is the word I am saying?" Proceed in the same manner with the following words.

1. d-i-sh	5. sh-o-p
2. m-ou-th	6. a-t
3. c-a-ke	7. c-oa-t
4. sh-ow	8. b-e-d

Child must score 5 to pass item.

1.7.2 Procedure: Say to the child, "You will hear a letter. Put a ring around or point to that letter."

b m a p n

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LEVEL SEVEN

1.7.3 Listens and supplies rhyming words.

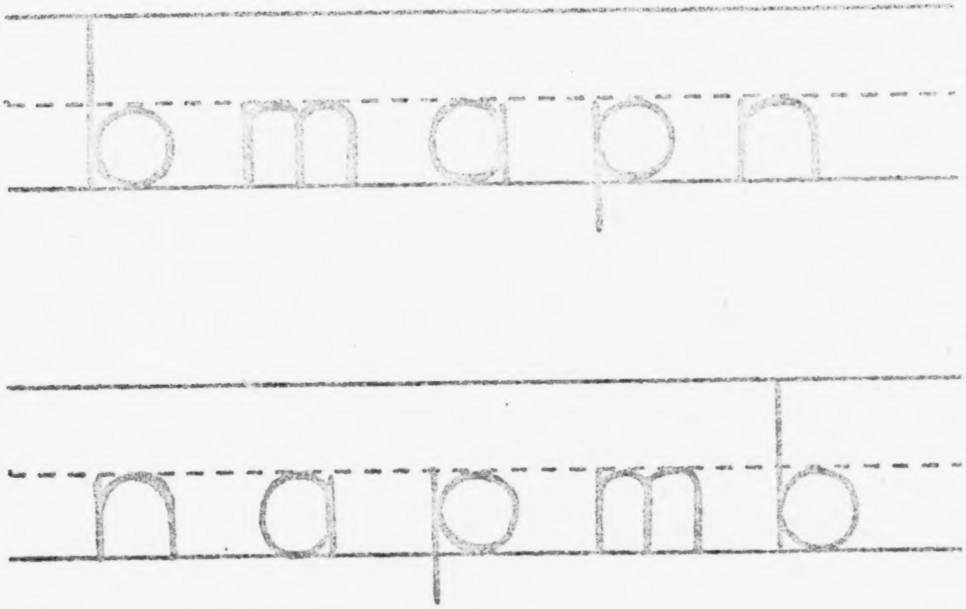
Teacher gives child an example of rhyming words: hair-bear.
Now tell me what word rhymes with:

1. mat__________ 2. rice__________ 3. car__________

Child must be able to do 2 correct to score.

1.7.4 Matches letters of the alphabet.

Procedure: Teacher asks the child to find the letters that look alike by drawing lines from the letters in the top row to the matching letters below.



Child must do 3 correctly to score.

LEVEL SEVEN

1.7.5 Recognizes and writes small letters.

Procedure: Teacher asks the child to select only the small letters from the group below and write them in the spaces provided.

g A b c D E f

1.7.6 Recognizes and writes capital letters.

n A b c D E K

Teacher: Ask child to select only the capital letters from the list above and write them in the space provided.

1.7.7 Writes own first name from memory.

LEVEL SEVEN

2. MORPHOLOGY

2.7.1 Uses past tense forms appropriately: see-saw, come-came, give-gave, [illegible].

Teacher: Ask the following questions. Note child's response in space provided.

1. How did you come to school today?

   Ex: I came on the bus.

2. What did you see on the way?

   ____

3. What did you mother give you for your birthday?

   ____

2.7.2 Selects singular and plural forms of verbs: is and are.

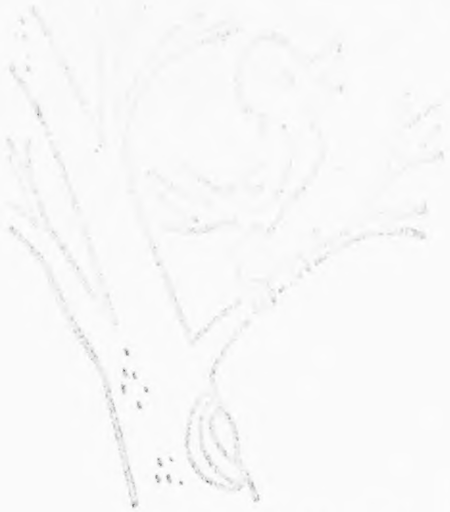
Teacher says, "I am going to tell you about 2 pictures." Teacher reads first 2 sentences under each picture of set A. "Now you tell me about this picture." Teacher: cover sentences under pictures then point to each picture and have child repeat correct sentence. Repeat this procedure for the next 2 sentences in Set B. (See pictures next page).

(continued)

LEVEL SEVEN

1.7.2 [illegible]

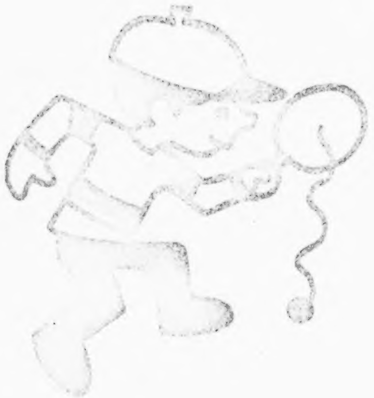
Set
A



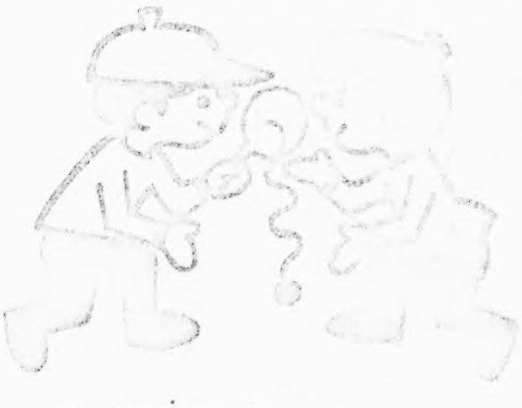
The bird is in the tree.

The birds are in the tree.

Set
B



The boy is playing.

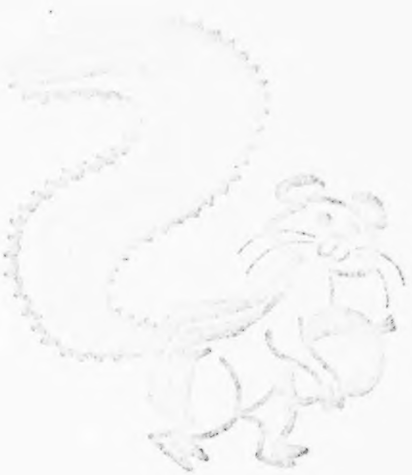


The boys are playing.

2.7.3 Uses descriptive words in speaking.

Teacher: Show child the following [illegible] [illegible] questions at a time.

1. Which one has the longest nose?
2. Which one has the bushy tail?
3. Which one has pointed ears?
4. Which one has a long, thin tail?



LEVEL SEVEN

2.7.4 Chooses exact words of description. (Adjectives)

Teacher: Use first item as an example of the following skill: "Use the best words you can think of to tell me about the words I'm going to say." Ask questions that would elicit size, color, shape, taste, feel.

Ex: a ball: It's round, bouncy, red.

1. a tree

2. a piece of cake

3. a jet airplane

4. a kitten

Child should describe 3 of the items to score and tell at least 2 things about each.

2.7.5 Uses structure words in creating stories about pictures.* Using determiners, prepositions, conjunctions and auxiliary verbs.

Teacher: Ask the child to tell you a story about the picture below. Record phrases containing the above structure words.

LEVEL SEVEN

3. SYNTAX

3.7.1 Discriminates between complete and incomplete sentences.

Teacher: Ask "Which is a complete sentence, number one or number two?"

1. Cleans your room.
2. Mother cleans your room.

3.7.2 Supplies missing words to complete sentences.

Listen and finish each of these sentences.

1. I like ______________.
2. The boy ______________.
3. Look at my ______________.

Any complete sentence is acceptable. Teacher: fill in child's response. Child must be able to complete all of these to score this item.

3.7.3 Identifies the first part of a sentence as "who" (noun phrase).

Record the child's response. Teacher says: "The man walked down the street." Ask the child, "Who was I talking about?"

3.7.4 Identifies the last part of a sentence as showing "what happened" (verb phrase).

Record the child's response. Teacher says: "The boy hit the ball". Ask the child, "What did the boy do?"

3.7.5 Repeats fifteen syllables in a meaningful sequence.

Teacher: "Listen and be sure to say exactly what I say."

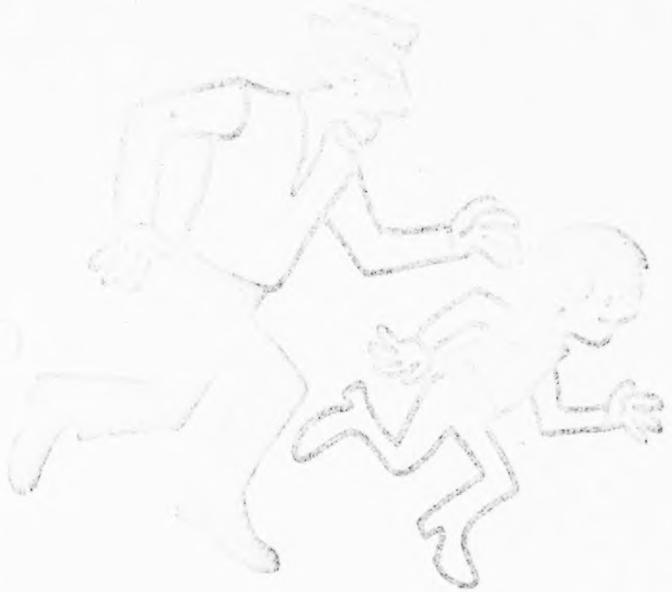
Billy likes to sit on the grass and watch the birds search for food.

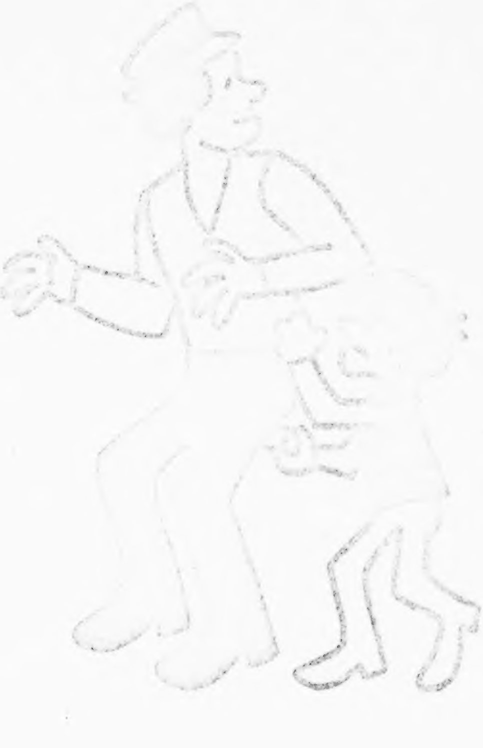
[illegible]

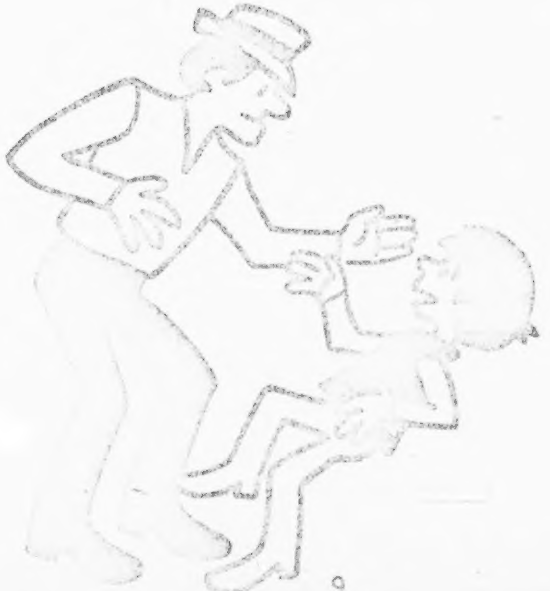
3.7.8 Understands passive constructions.

Teacher reads sentences and asks child to point to the picture that best describes each sentence.

1. The man is hit by the boy.
2. The boy is hit by the man.
3. The boy is chased by the man.



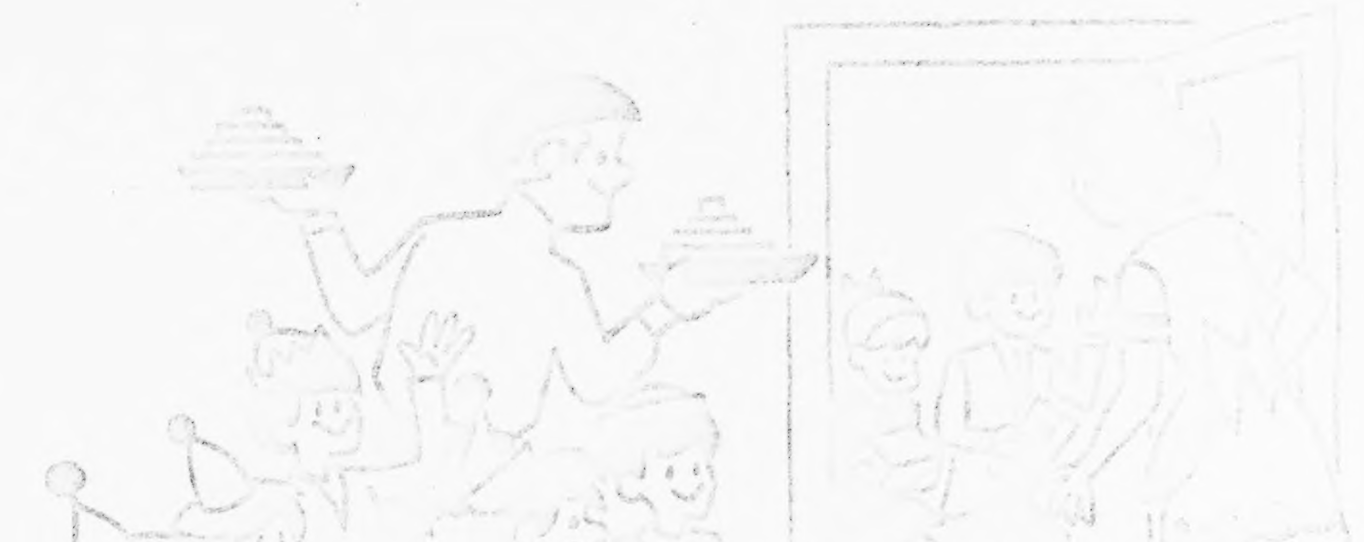




4. SEMANTICS

4.7.1 Answers specific questions about pictures.

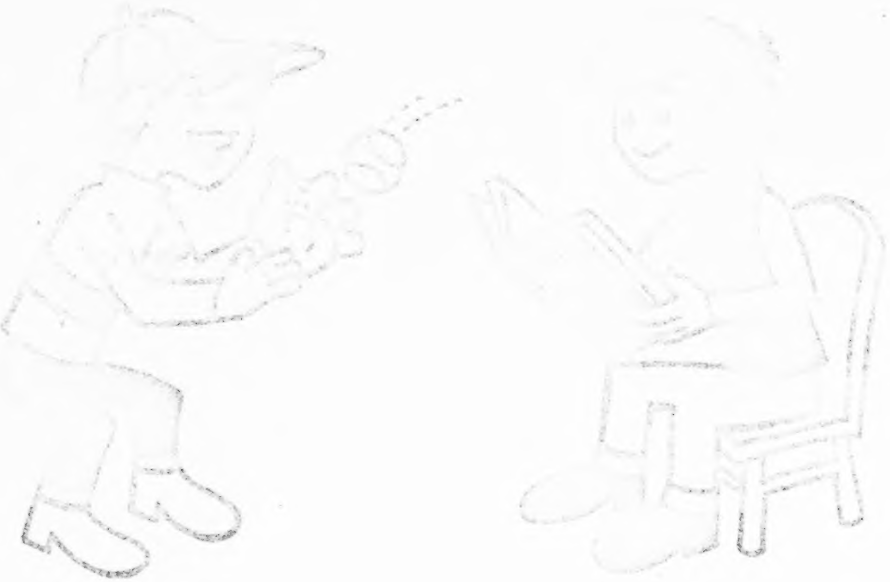
Teacher: Ask general questions about the picture. (i.e. "Tell me, what kind of a party is this? Who came to the door? What are the children eating?" etc.) If the child is able to answer your questions score this item correct.



LEVEL SEVEN

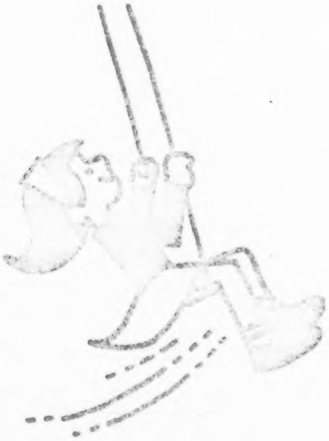
4.7.2 Interprets pictured action.

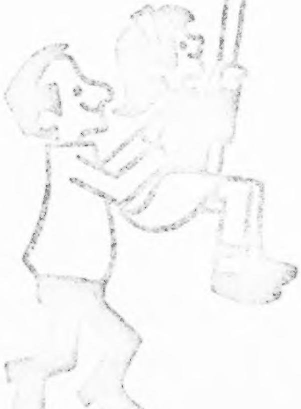
Ask the child to look at the pictures. Tell what is happening in each one. Teacher, check correct if child tells what is happening.

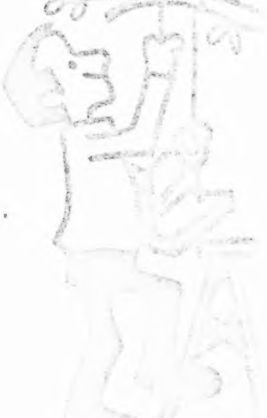


4.7.3 Identifies sequential order of pictures.

Teacher: Ask child to number each picture in the order they happen.



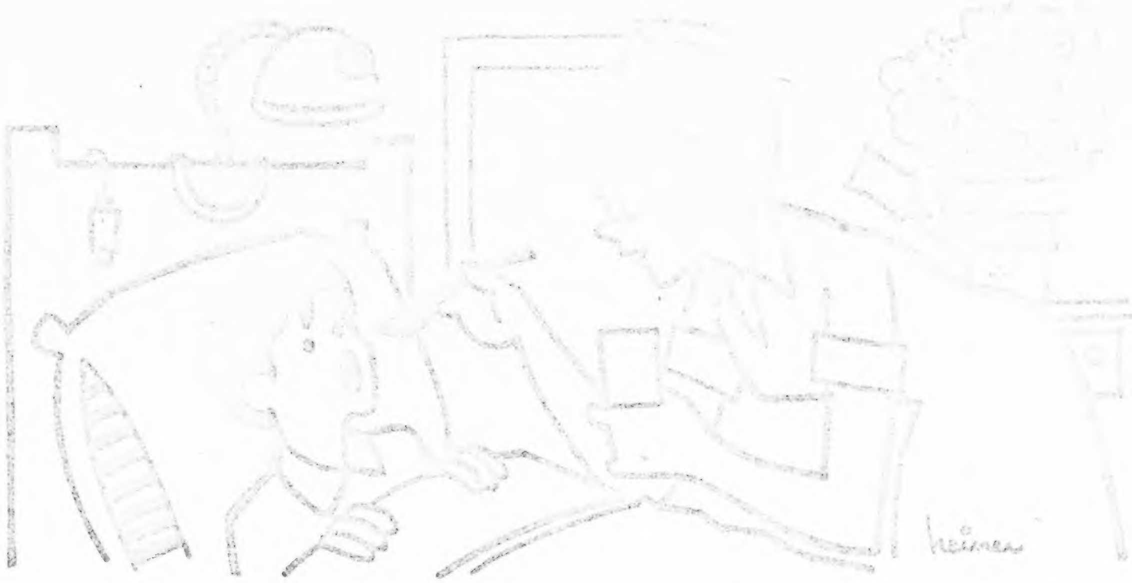




LEVEL SEVEN

4.7.4 [illegible]

Teacher: Ask child to tell you what is happening in the picture. Note amount of child teacher conversation using a theme or plot.



4.7.5 Suggests events that may have preceded a picture episode.*

Using the picture from item 4.7.4 ask the child to tell what events happened before.

4.7.6 Anticipates outcome of a pictured happening.*

Using the picture from item 4.7.4 ask the child to tell you what he thinks may happen next.

4.7.7 Illustrates the concept of opposites (big-little etc).

Teacher asks and notes responses. What is the opposite of:

1. girl ________
3. down ________
2. sister ________
4. cold ________

LEVEL SEVEN

4.7.8 Carries out directional commands.*

Teacher asks child to do what she says.

1. Put your left hand on your left knee.
2. Pick up the pencil with your right hand.

4.7.9 Uses sentences that average 6 words in length.*

Observe child in classroom; does he use sentences that average 6 words in length in sharing time, reporting or in spontaneous speech? If so, this item can be scored.

[illegible]
[illegible]

Informal Inventory of Language

LEVEL EIGHT

Material

The following materials are needed in the administration of LEVEL EIGHT of this inventory.

Pencil
Paper

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.3.1 Recognizes likenesses and differences in beginning sounds.

Procedure: Student is to point to the word said by the teacher. If the child correctly identifies the beginning sounds score this item as achieved.

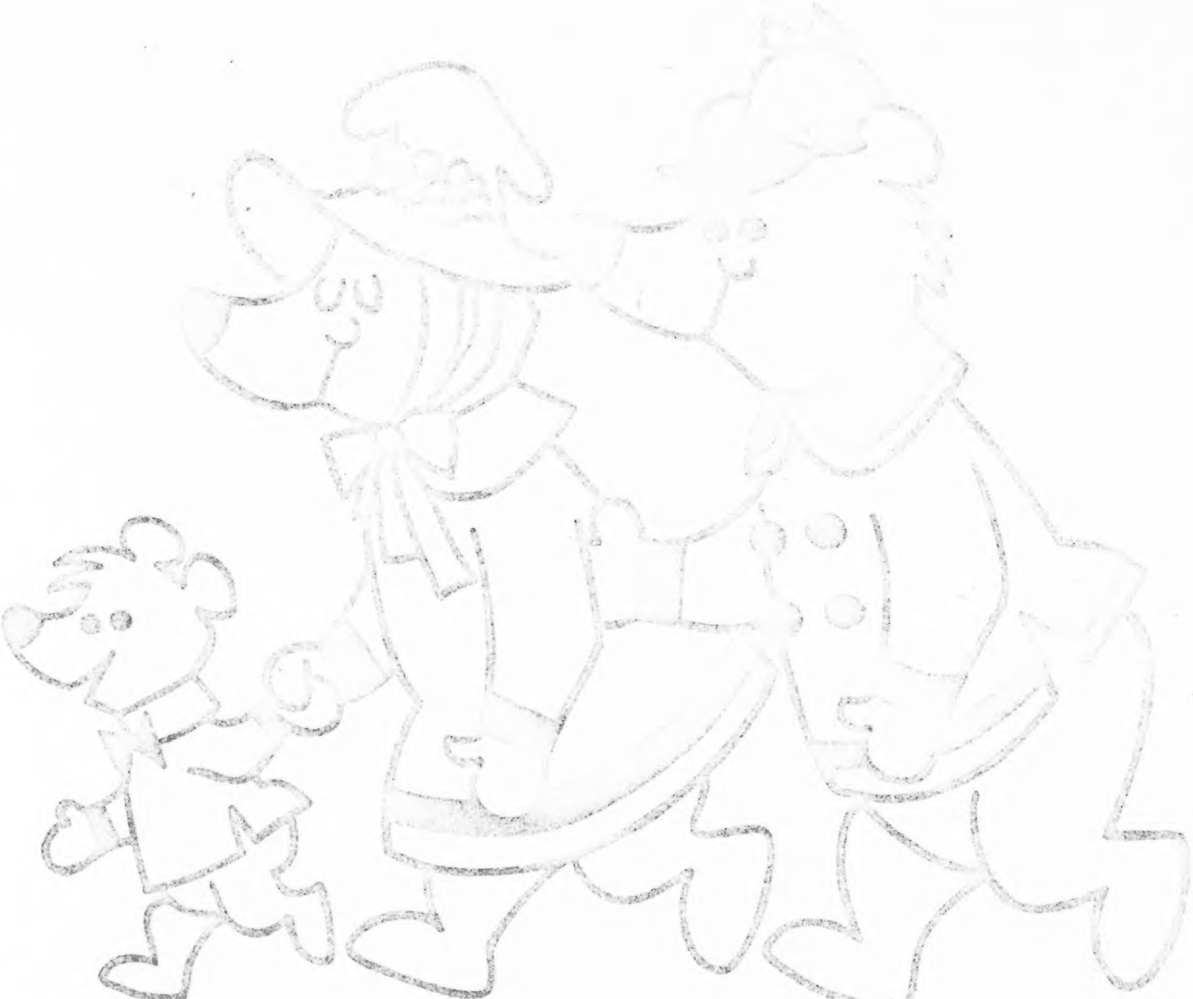
book	cake	house
hook	rake	mouse

9-72

LEVEL EIGHT

.8.2 Identifies voice pitch changes.

Teacher: Impersonate voices of each of the Three Bears, (Mama, Papa, Baby). The child is then to point to the bear you portray.



LEVEL EIGHT

1.8.3 Recognizes likenesses and differences in final sounds.

Follow same procedure as 1.8.1. If child correctly identifies the final sounds score this item as achieved.

cat tub comb

cap tug coat

1.8.4 Recognizes differences in vowels.

Follow same procedure as in 1.8.1.

pen cap moon

pin cup man

1.8.5 Listens and supplies rhyming words to complete a rhyme.

Teacher: Read sentences. Pause at slash mark before continuing reading. Ask student to add the missing word to make a rhyme. Teacher: note response in space provided.

1. Mr. Brown / went to ________________.
2. The fat cat / chased the ________________.
3. He went to look / for a ________________.

LEVEL E UNIT

1.2.6 Indicates attentive auditory behavior.

Procedure: Say, "Tap the table just like I do. Listen carefully and wait until I finish tapping before you start." (Tap evenly with one second intervals between taps). Two correct responses are passing.

a) tap 4 times - tap, tap, tap, tap

b) tap 3 times - tap, tap, tap

c) tap 5 times - tap, tap, tap, tap, tap

1.3.7 Copies words, phrases and sentences from charts, books, and other sources.

Teacher asks child to copy this sentence.

See my kite.

LEVEL [illegible]

1.8.8 Writes surname.

Teacher print pupil's last name.

Pupil will copy his last name as shown above.

1.8.9 Identifies capital letters in names, initials and for the pronoun "I".

Circle capital letters.

1. Bobby
2. R. E. Smith
3. Jack and I will go.

[illegible]

2. MORPHOLOGY

2.3.1 Identifies singular and plural noun forms

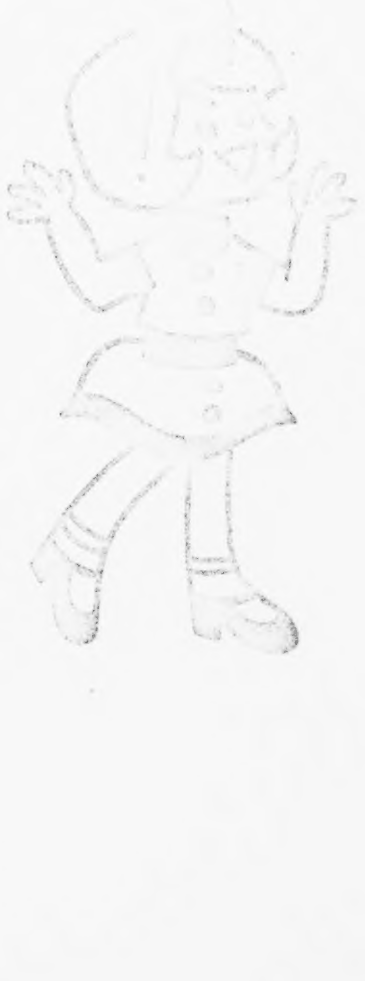
Teacher says, "Point first to hats; point to hat."

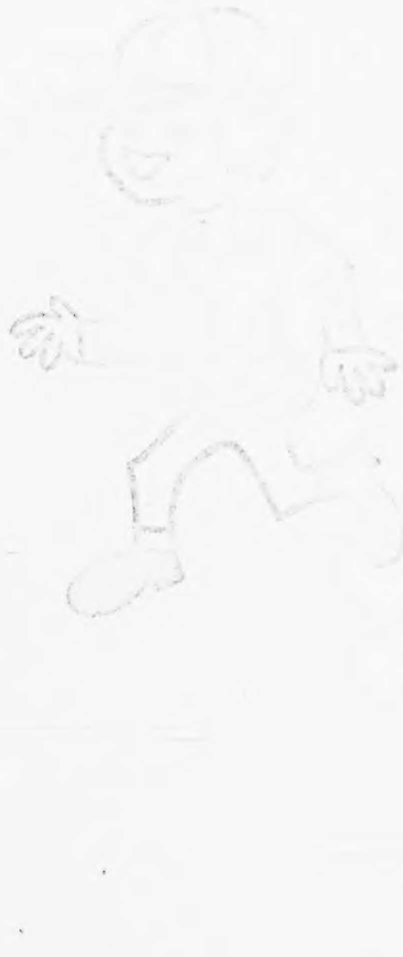
2.3.2 [illegible]

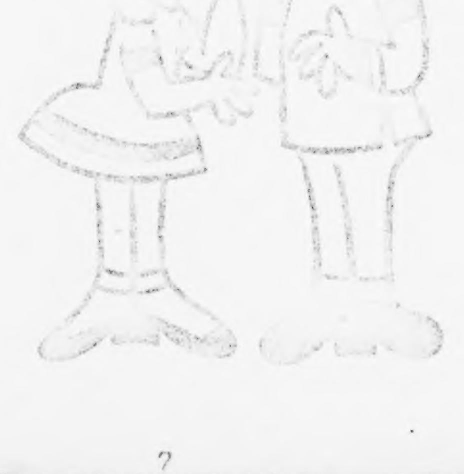
[illegible]

[illegible]

(1) he (2) they (3) she



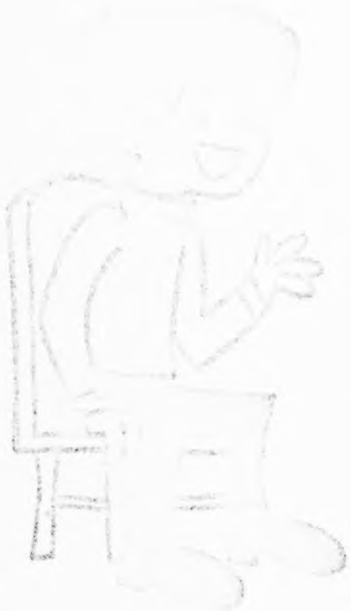


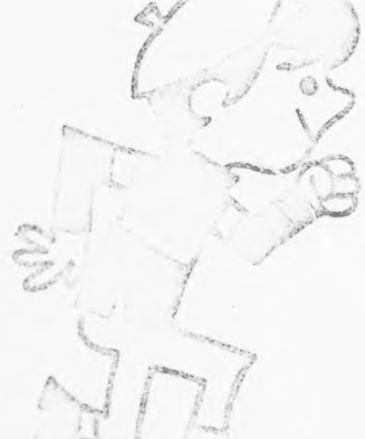


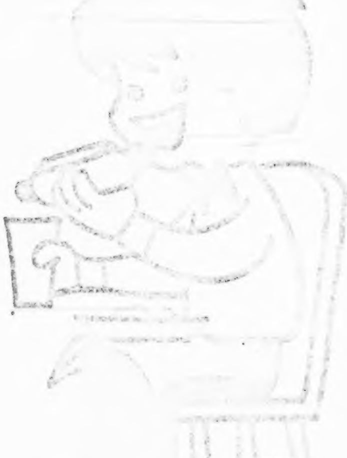
LEVEL [illegible]

2.1.3 [illegible]

"Look at the pictures. Tell what the boy is doing in each picture." (Correct response in the appropriate verb.) Using the first picture as an example ask, "What is the boy doing?" "Yes, the boy is sitting."





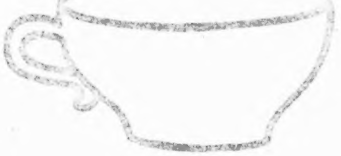


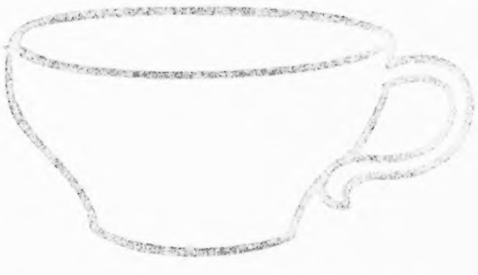
2.6.4 **Uses comparisons -- er and est.**

Teacher, pointing to the pictures at 1-4, says, (1) "This cup is not very big." (2) "This cup is big." (3) "This cup is even ______." (4) "This cup is the ______." Student is to supply the missing words. Indicate the word used by child. (Correct responses for #3 - adjective + "er", #4 - adjective + "est")

1.

2.

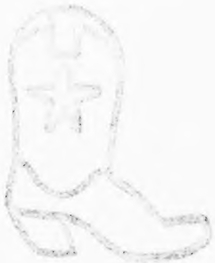

3.


4.

LEVEL [illegible]

15 Uses "s" to form plural nouns

Student is to say the missing word and then write the word in the space provided. (The student writes below the word) "Here is a boot." "Here is a pair of ________." Teacher should write word boot in first space provided.

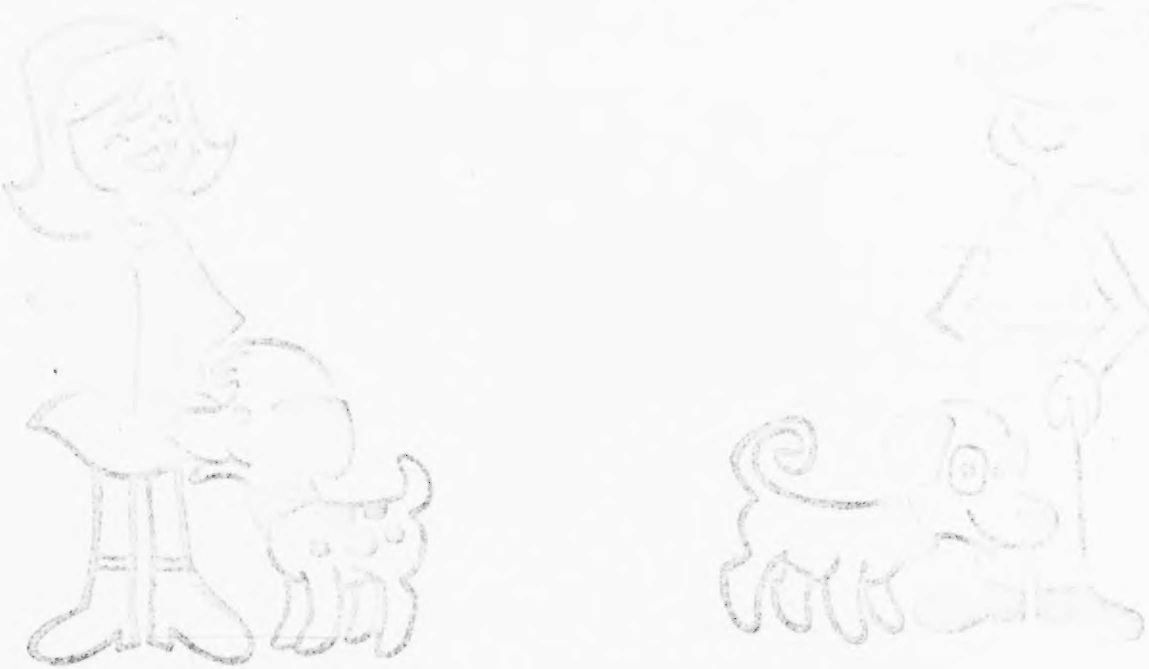


[illegible]

3. [illegible]

3.0.1 [illegible]

Teacher reads both sentences [illegible]. Student points to the designated picture and repeats the corresponding sentence.



This is her dog.
This is his dog.

3.8.2 [illegible] a sentence with a story [illegible]

"We are going to build a story using the following words." (Teacher and child read words together.) Accept the logical responses.

dog
run
come
him

my
we
and
see

3.8.3 Unscrambles sentences to form correct subject, verb, object order.

Teacher and child read the scrambled sentences together. Teacher: repeat words as often as necessary.

the drinks
cat milk the

(continued)

LEVEL EIGHT

3.8.0 (continued)

Unscrambles sentences to form correct subject, verb, object order.

sees mouse

the cat the

Unscrambles sentences to form correct subject, verb, object order.

shoes new

has Bob

LEVEL EIGHT

4. SEMANTICS

4.8.1 Names objects within a general classification.

Say, "Tell me all the toys you can think of until I tell you to stop." Encourage the child to respond for one full minute.

If the child names eight toys spontaneously in one minute this item can be checked as achieved.

4.8.2 Understands daytime and nighttime. (Temporal ordering)

Teacher note responses.

"Do you eat supper in the morning or in the evening?"

"Do boys and girls go to school in the morning or at night?"

4.8.3 Makes up stories, often full of fantasy.*

Teacher: Accept any narrative, either true or fictitious, that is interesting or amusing. It may be necessary to make a suggestion i.e.: "Tell me a 'pretend' story about Batman." (Or Halloween etc.)

4.8.4 Makes reports using what, when, where, how.*

Teacher: Assign child to give an oral report in which he is to tell what happened, when it happened, where it happened, and how it happened.

If at the completion of the report all of the above items have not been covered, teacher is to ask questions to elicit the desired kinds of responses.

LEVEL EIGHT

4.8.5 Describes differences between

Teacher says, "Tell me how a cat and a bird are different." "Tell me how a pickle and a candy bar are different?"

Child should respond correctly to 1 out of 2 items.

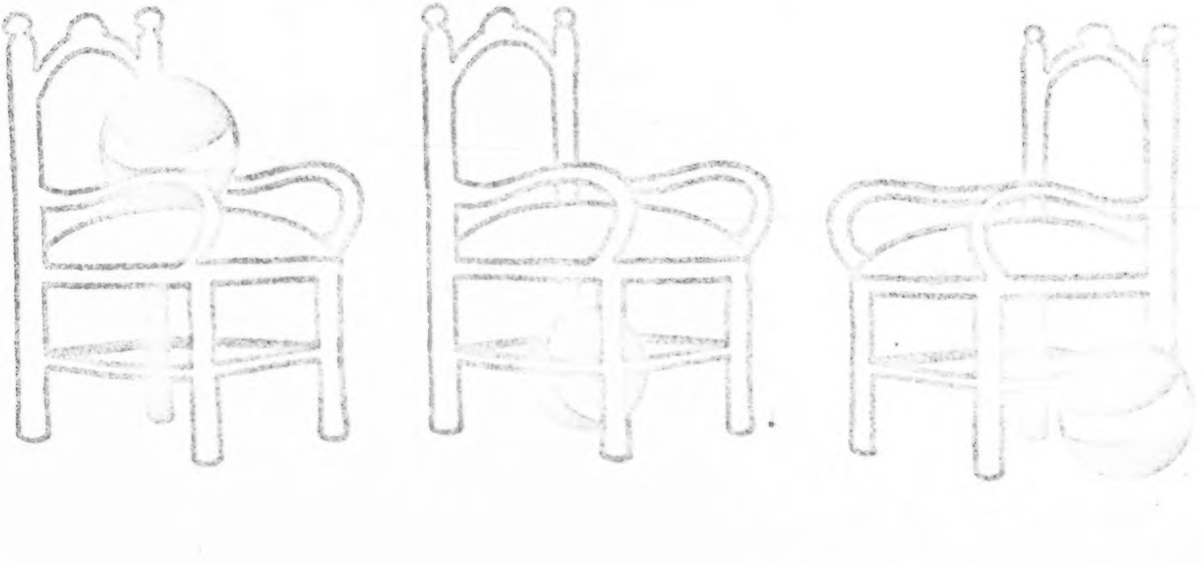
4.8.6 Tells of what he thinks and feels."

Teacher observes if child is able to relate his feelings and his ideas through oral language in conversation. i.e. If child is happy, surprised, angry, etc, is he able to talk about these feelings?

4.8.7 Identifies the relationship described by a preposition.

Look at the picture. Put your finger on:

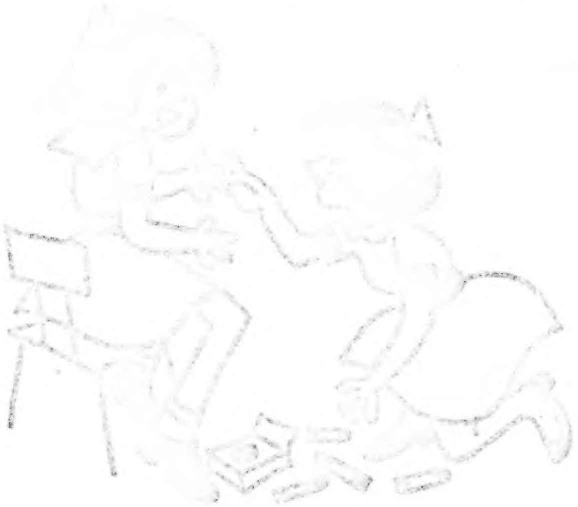
1. The ball under the chair.
2. The ball beside the chair.
3. The ball on the chair.



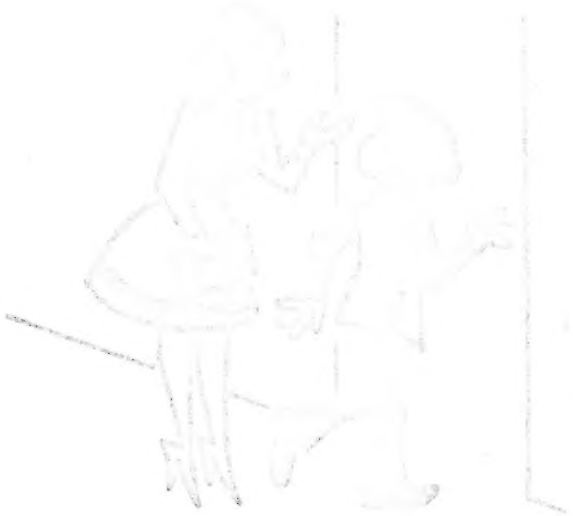
LEVEL EIGHT

4.8.8 [illegible]

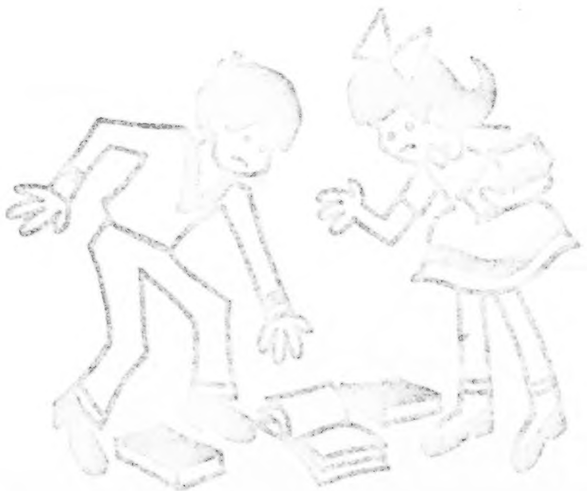
Show the following pictures to the student. "Read each of the four sentences using the first as an example: 'Thank you.' Why did the girl in the picture say 'Thank you'? That's right, the girl was picking up her crayons. She appreciated it. Can you read each of the remaining sentences and tell me how the sentences relate to the picture above it?"



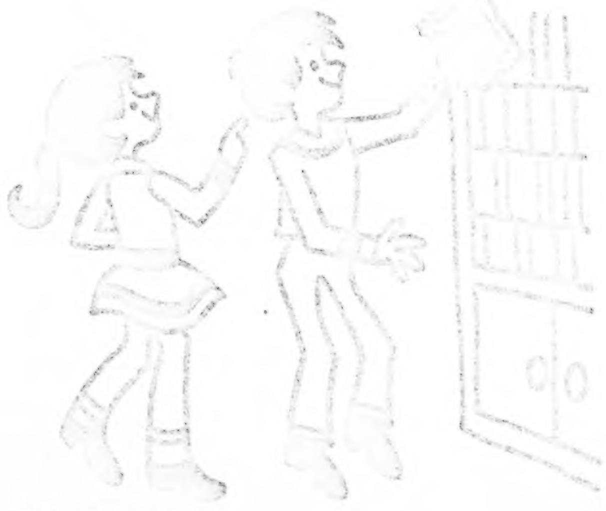
Thank you.



Excuse me.



I am sorry.



Please.

[illegible]
[illegible]
[illegible]

LEVEL NINE

Material

The following materials are needed in the administration of LEVEL NINE of this inventory.

Picture dictionary, pencil, drawing paper, Tell Again Cards: "The Three Bears" or What's Its Name, Utley.

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.9.1 Uses consonants in words. /l/, /l blend/, /ns/, /t/, /z/, /r blend/, /dz/ and /ch/ in initial, medial and final positions.

SPEECH SOUND INVENTORY

Procedure: Teacher says: "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 1	nose	________		
	monkey	________		
	pig	________		
Level 2	banana	________	spoon	________
	hammer	________	comb	________
	happy	________	cup	________
Level 3	water	________		
	horse	________	doghouse	________

(continued)

9-72

LEVEL NINE

1.9.1 (continued)

Uses consonants in words, /l/, /l/ blends, /ŋ/, /t/, /r/, /r/ blends, /dʒ/, and /tʃ/ in initial, medial and final positions.

Level 4	cup	________	chicken	________	duck	________
	fish	________	sofa	________	knife	________
	baby	________	rabbit	________	bathtub	________
	gun	________	wagon	________	dog	________
Level 5	doll	________	ladder	________	bird	________
	yellow	________	onion	________		
Level 9	lake	________	yellow	________	ball	________
	frown	________	plant	________	blue	________
	clay	________	glue	________	flower	________
	sing	________	ringing	________		
	toe	________	hitting	________	hat	________
	red	________	arrow	________	car	________
	proud	________	brown	________	trick	________
	drink	________	cry	________	grow	________
	jar	________	badger	________	orange	________
	chair	________	teacher	________	peach	________

[illegible]

1.9.2 [illegible]

[illegible]

1.9.3 Establishes concept of "alphabetical order."

Write these words in alphabetical order.

can

be

apple

3

LEVEL NINE

1, 3, 4 [illegible]

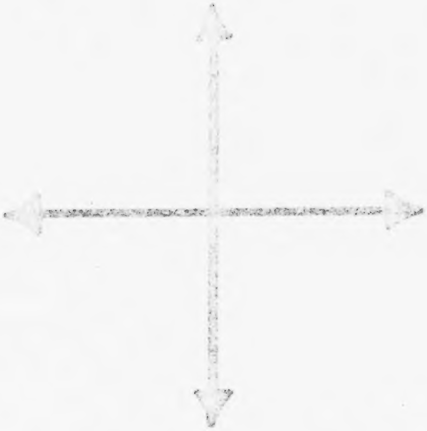
Write the following words as they are dictated.

(1) mother (2) boy (3) dog (4) [illegible] (5) [illegible]

LEVEL NINE

1.2.5 Copies Directional Arrows

Procedure: Show the child this cross. Ask him to copy this cross on a blank piece of paper which Examiner holds directly below the example. Score this item correct if the 2 lines intersect.



LEVEL NINE

2. MORPHOLOGY

2.9.1 Increases vocabulary of descriptive words through poetry.*

Teacher: Read poem, asking child to listen carefully.

Ask: How did the person feel? What time of the year was it?
Child can follow along in reading the poem.

YOURS AND MINE

The sun, the trees, the grass, the sky
The silver moon that's sailing by
The rain and dew and snowflakes white
The flowers sweet and stars at night.

The song of birds, winds whispering
The autumn leaves, the buds of spring
Such lovely things to hear and see
Belong to you, belong to me!

Frances G. Resser

LEVEL NINE

SYNTAX

3.3.1 Uses capital letters for first word of sentence

Teacher asks child to write the following sentences using capital letters where needed.

a. we see a dog. he is barking.

b. the house is red. it is big.

LEVEL ONE

3.9.2 Distinguishes between questions and statements.

Teacher reads the following items and asks the child which sentence tells something and which one asks something.

The boy is in the box.

Is the boy in the box?

3.9.3 Uses a question transformation.

Teacher reads sentence and says: "If sentence tells something, put a period; if it asks something put a question mark."

1. John is a helpful boy

2. Is he in our class

3. Would you like to be his friend

4. He will play with us at recess

[illegible]

4. SEMANTICS

4.9.1 Uses words of classification in [illegible].*

Score this item if child uses word classification, i.e.: toys, furniture, clothes, pets, etc.

Use the following kinds of questions to elicit a response.

1. What do we call beds, chairs and tables?
2. What do we call dresses, shirts and skirts?
3. What do we call cats, dogs and rabbits?
4. What do we call dolls, blocks and balls?

4.9.2 Tells factual stories.*

Score this item if child is able to tell you what happened at school today or yesterday.

4.9.3 Dramatizes situations depicted in pictures.*

Score this item if child can dramatize and create conversation for familiar stories such as "The Three Bears". Show story pictures of "The Three Bears" for motivation. This can be a classroom activity.

LEVEL NINE

4.9.4 Solves riddles.

Teacher asks the following riddles:

1. I'm hot. I shine in the sky in the daytime.
   What am I?
2. What has legs but doesn't walk?
3. I have fleece as white as snow and I'm a friend of Mary's.
   What am I?

Child must solve 2 riddles to score this item.

4.9.5 Writes captions for pictures.*

Example: Have student draw a picture showing ways to help his teacher. Have child dictate a caption below the picture. This can be a classroom activity.

4.9.6 Answers specific questions after listening to a story.*

Teacher note if child answers specific questions after hearing a story.

[illegible]
[illegible]

[illegible] Inventory In Language

LEVEL TEN

Material

The following materials are needed in the administration of LEVEL TEN of this inventory.

Pencil
Paper

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.10.1 Recognizes long and short vowels in words.

Procedure: Teacher says: "Listen carefully. I will say each word two times. Tell me whether the word has a short or a long vowel. A long vowel says its name."

1. set - set
2. date - date
3. plant - plant
4. cot - cot
5. let - let
6. pane - pane
7. night - night
8. bit - bit
9. boat - boat
10. but - but
11. sink - sink
12. hot - hot

Child must score 6 items correct to receive credit for this item.

9-72

LEVEL TEN

1.10.2

Recognizes initial single consonant sounds and blends.

Procedure: Teacher says: "I will say a word two times. If the word begins with a single consonant you say "Single". If the word begins with a consonant blend you say "Blend". For example (1) pay starts with a single consonant (p) so you would say 'Single'. (2) play starts with a consonant blend (pl) so you would sat 'Blend'."

1. game - game
2. clay - clay
3. pill - pill
4. bat - bat
5. scarf - scarf
6. can - can
7. blew - blew
8. paid - paid
9. mane - mane
10. crate - crate
11. tone - tone
12. sleep - sleep

Child must score 6 items correct.

LEVEL TEN

1.IV.3 Discrimination between rhyming and nonrhyming w[illegible]

[illegible]: Teacher says, "I will say a word then I will say three more words. Tell me the word that rhymes with the first word I said. (ex: man - big, tan. [illegible] and man rhyme.)

1.	fun	fat, sun, car
2.	hit	boy, man, kit
3.	start	cart, moon, bell
4.	ring	talk, sing, laugh
5.	sight	light, chair, plate
6.	fast	four, race, past
7.	tail	rail, chip, chin
8.	bent	fence, pen, lent
9.	such	lunch, crutch, sail
10.	sweet	broom, step, feet
11.	six	box, fix, same
12.	tip	lap, rip, top

Child must score 4 items correct.

LEVEL TEN

1.10.4 Detects differences in rhyme words

Procedure: Teacher says, "I will say two words. If they are both the same word, say 'Yes'. If I say two different words say 'No'."

Ex; bed - bed   I said the same word.

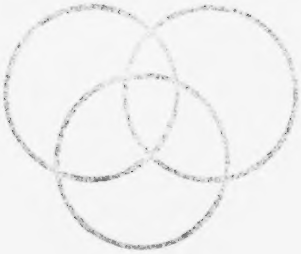
bed - beg   I said two different words.

1. ship - chip
2. grief - grieve
3. hid - hid
4. go - grow
5. sick - slick
6. came - came
7. pour - four
8. Tim - Tim
9. plant - pant
10. pine - pine
11. tip - tip
12. dub - dove

Child must score 10 items correct.

1.10.5 Copies two-dimensional rings.

Procedure: Show the child the rings. Ask him to copy these on a blank piece of paper which teacher holds directly below the example. Score this item correct if three overlapping circles show seven openings. The triangular opening in the center *must* show.



2.10 MORPHOLOGY

2.10.1 [illegible]

[illegible]

go

sing

tell

2.10.2 Uses regular and irregular verb forms.

Teacher reads sentences. Record response.

1. Sally and Dick are feeding the dog. What did they do?
   They ______________ the dog. (fed)

2. Bob is riding the bike today. What did he ride yesterday?
   He ______________ the bike. (rode)

3. Larry is walking to the car. What did he do?
   Larry ______________ to the car. (walked)

4. Joe is climbing on the tree. What did he do?
   He ______________ the tree. (climbed)

__3__ correct responses needed to pass this item.

[illegible]

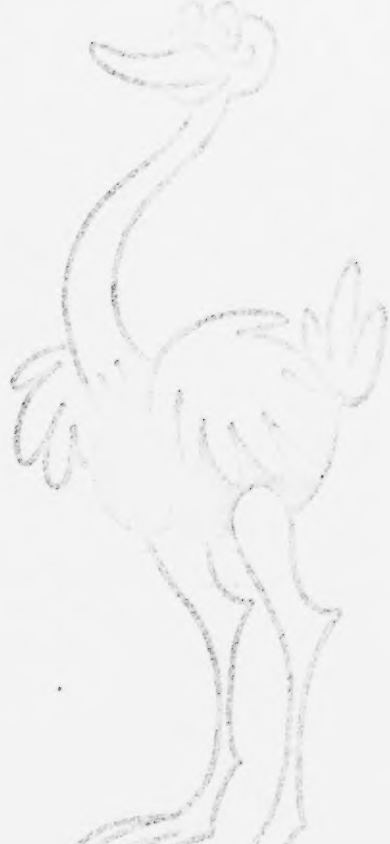
3. SYNTAX

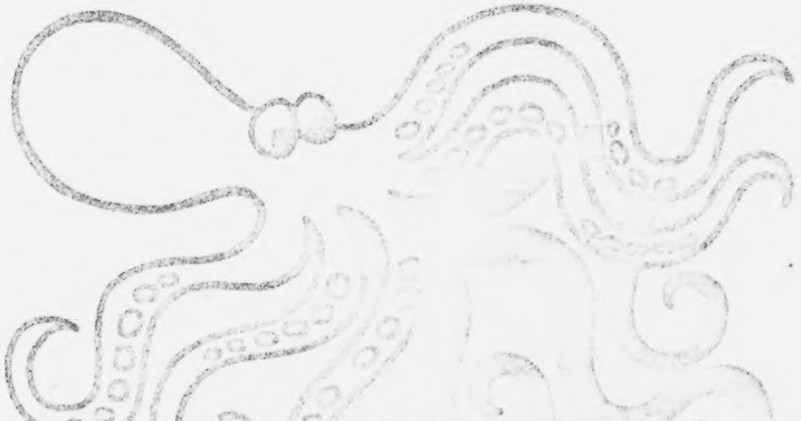
3.10.1 Uses complete sentences.

Teacher uses [illegible] uses complete sentences in spontaneous conversation, [illegible] *subject* and *predicate* [illegible] phrases.

3.10.2 Uses sentences of description.

Teacher says, "See the three animals. Pick out one animal and describe it so I will know which animal you are talking about."





LEVEL TEN

4. SEMANTICS

4.10.1 Uses words first, second, third, fourth.

Teacher: Show child pictures below and say, "Here [illegible] five animals. The duck is number 5. He is fifth in line." Record responses.

The pig is number 1. He is __________ in line.

The chicken is number 2. He is __________ in line.

The monkey is number 3. He is __________ in line.

The lamb is number 4. He is __________ in line.

4.10.2 Select words that are similar in meaning. Synonyms.

Teacher: Record responses. Any acceptable response is scored as correct.

1. A baby kitten is very small. Can you think of another word that means the same as small?
2. An elephant is very large. Can you think of another word that means the same as large?

LEVEL FOUR

4.10.3 Uses multi-meaning of words.

Child can use the same word in a variety of meanings. Teacher says, "Use this word in two ways."

Example: 1. Set the table.

2. We have a new set of dishes.

ring fly

4.10.4 Uses figurative language.

Ask child to describe the sounds of the following items. Try to elicit as many colorful and descriptive words as possible. (i.e. splashing). Teacher note responses.

water bird drum bell

4.10.5 Tells month of birthday.

Teacher asks, "When is your birthday?" If child does not respond with the month, ask "What month is it in?"

4.10.6 Identifies colors.* (Red, black, brown, yellow, green, white, blue.)

Teacher can verify child's knowledge of this item by asking any appropriate questions.

Example: What color is your shirt? (dress)
What color is the flag?
What color is grass?
What color are your shoes? etc.

[illegible]
[illegible]

Informal Inventory in Language

LEVEL ELEVEN

Materials

The following materials are needed in the administration of LEVEL ELEVEN of this inventory:

Pencil

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.11.1 Indicates attentive auditory imitation.

Teacher: Taps twice on table with a pencil. "How many times did I tap?"

a) tap 5 times
b) tap 7 times
c) tap 6 times

Score this item correct if child answers all items correctly.

1.11.2 Recognizes likeness and difference in beginning sounds and/or letters.

Here are some words. Put a line under the words that start with the letter (b); the sound /g/.

bat get dog bed

9-72

LEVEL ELEVEN

1.11.3 Identifies final consonant letters and sounds.

Put a line under the words that end with the letter (t) with the sound /t/.

bat girl tall run

1.11.4 Identifies words beginning with vowels.

Put a line under the words that begin with vowels.

cat out is sun at

1.11.5 Identifies words containing a given vowel.

Put a line under the words that have the short vowel /a/ in them.

run fat get had gate

1.11.6 Imitates rhythm patterns.

Procedures: "Watch and listen to what I do. Listen carefully and wait until I finish before you begin."

a) clap snap clap clap

b) snap snap clap snap

c) snap clap clap snap

LEVEL ELEVEN

1.11.7 [illegible] sounds.

Procedure. Say each word to the student. (Student should not see the written word). Say: "Listen carefully; r-e-d. What is the word I am saying?" Proceed in the same manner with the following words:

1) r - ea - d
2) m - ou - th
3) l - ea - th - er
4) b - o - tt - le
5) sh - ir - t
6) w - i - nn - er
7) s - e - tt - le
8) l - a - d - ie - s
9) r - ea - d - er
10) f - r - ie - n - d
11) b - i - c - y - c - le
12) h - a - m - b - ur - g - er

Score 9 of 12 to pass item.

1.11.8 Unscrambles letters in words.

These are not words. Can you put the letters in a different order and make words?

atc dbe anp doog

LEVEL ELEVEN

1.11.9 Writes capital letters in alphabetical order.

Write the alphabet in capital letters.

1.11.10 Correctly forms spaces, letters, words and numbers.

Write this sentence below: I am seven years old.

LEVEL ELEVEN

2. MORPHOLOGY

2.11.1 Forms regular plurals by adding /s/ to nouns.

Teacher reads to student, and student supplies plural. Change the following words to mean more than one.

One bird - two ________

One apple - two ________

2.11.2 Uses subject pronouns for nouns.

Tell me the right word for each sentence.

Example: Susan jumped rope.

She jumped rope.

a) Jerry has a new bicycle.

______ has a new bicycle.

b) Mother and father went to the store.

________ went to the store.

c) Sally and I walked to school.

_________ walked to school.

LEVEL ELEVEN

2.11.3 Uses contractions.

Make one word out of the two underlined words.

I do not like it. I _______ like it.

I will not do it. I _______ do it.

2.11.4 Create's sentences using past tense.

Tell me what you did in school yesterday.

Any logical answer using the past tense is scored correct.

2.11.5 Forms and pronounces words ending in "ing".

Teacher reads sentence, student completes orally.

Example: The boy sits. He (is sitting) .

a) The girl jumps.

The girl is __________.

b) The boy rides.

The boy is __________.

c) The mother cooks.

The mother is ________.

LEVEL ELEVEN

2.11.6 Forms compound words.

Make one word from each pair of words. (Teacher reads each pair of words with a pause between each word).

foot	ball
air	plane
police	man
side	walk

Score all correct to pass item.

2.11.7 Adds "s" to words for subject and verb agreement.

Teacher reads the sentence pairs. Student repeats the correct sentence of the pair.

a) My cat eat mice.
   My cat eats mice.

b) The dog runs fast.
   The dog run fast.

c) The boys plays ball.
   The boys play ball.

d) The plants grow tall.
   The plants grows tall.

Score all correct to pass item.

2.11.8 Identifies question words.

Circle the words that ask a question.

who that what how cow

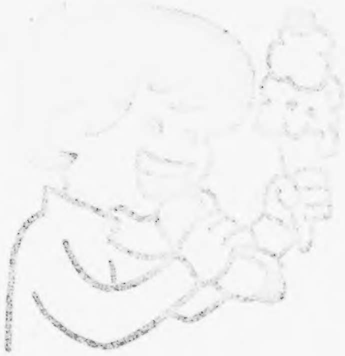
Score all correct to pass item.

LEVEL ELEVEN

3. SYNTAX

3.11.1 Writes basic sentences.

Write two sentences telling about this picture: (Teacher should look for subject and predicate in each sentence.)



LEVEL ELEVEN

3.11.2 Identifies period and question mark as signalling the end of a sentence.

In the following paragraph, circle the last word in each sentence.

Tom likes to run. His dog likes to run too. Where are they going? They are going to Dick's house.

3.11.3 Names self last in sentences.

From the words in parenthesis, choose the correct word to fill in each blank.

a) _____ and ____ like to play.

(I, Sue)

b) _____ and ____ went to the store.

(Mother, I)

c) Mother gave the toys to ________

and ______.

(my friend, me)

LEVEL ELEVEN

4. SEMANTICS

4.11.1 Supplies the common opposites.

Use the opposites of each of the following words in a sentence.

wet dirty fat wrong

4.11.2 Invents a story with topic suggested.

Tell a story about a dog. (The story should have two or more sentences.)

4.11.3 Relates ideas in a sequence when telling experiences.

Tell what you did from the time you woke up until you came to school today. (What you did first, next, etc.)

4.11.4 Participates in oral discussions in class: e.g. "show-and-tell".*

4.11.5 Listens to riddles and guesses answers.

Answer these riddles:

a) I have two legs; I sometimes live in a little house; my babies eat worms.

b) I have four legs; I sit on the kitchen floor; I have a back; I'm made of wood.

4.11.6 Participates in dramatization, charades, poems, stories, etc.*

Observe in class. Read a short poem or story. Have small groups of children act out events, etc.

4.11.7 Names the street where he lives.

Tell me the street you live on.

[illegible]

[illegible]

[illegible]

LEVEL TWELVE

Materials

The following materials are needed in the administration of LEVEL TWELVE of this inventory:

Lined writing paper, picture dictionary, pencil.

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.12.1 Recognizes written digraphs /th, /ch/, /sh/.

Circle the two letters in each word which make one sound. (Teacher reads each word with student if necessary.)

chair fish shoe

bath thumb church

1.12.2 Locates words in a picture dictionary.*

Locate the following words in a picture dictionary.

chair sun

9-72

1.12.3 Substitutes initial consonants to form new words.

Here is the word "hat". By replacing the (h) with another letter, how many new words can you make? Example: cat, mat, pat. Now see how many more words you can say.

Do the same for the following words: pen; sit.

Student must form a minimum of four words from each word to pass item.

1.12.4 Substitutes medial vowel to change word.

Change the underlined vowel in each word and make another word. Example: lick - lock.

cap c _ p

bet b _ t

pin p - n

Score two of these correct to pass item.

1.12.5 Writes the numbers 1 to 30.

Write the numbers 1 - 30.

____

____

____

____

LEVEL THREE

1.12.6 Writes words in alphabetical order to first letter.

Write these words in alphabetical order.

big

egg

dog

eat

and

LEVEL TWELVE

1.12.7 Copies a sentence correctly using correct punctuation.

Copy this sentence:

As the door opened, the fuzzy, white cat ran out.

1.12.8 Uses commas in writing dates.

Put commas in the correct places in this date:

Thursday July 4 1776

2. MORPHOLOGY

2.12.1 Uses present and past tense of "be".

Teacher reads each pair of sentences. Student repeats the correct sentence for each pair.

a) Here I is.
Here I am.

b) The boys were at the park.
The boys was at the park.

c) We are at home.
We is at home.

d) He was good.
He were good.

2.12.2 Creates oral sentences with possessives.

Tell me the correct word for each sentence.

Example: The coat belongs to Mary.
Whose coat is it?
It is her coat.

a) The book belongs to Bob.

Whose book is it?

It is ________ book.

(continued)

2.12.2 (continued) Creates oral sentences with possessives.

b) The ball belongs to the children.

Whose ball is it?

It is __________ ball.

c) The dress belongs to Mother.

Whose dress is it?

It is __________ dress.

LEVEL TWELVE

3. SYNTAX

3.12.1 Identifies sentences.

Teacher reads to child: Tell whether each statement is a complete sentence.

a) We have seen a spaceship

b) Six little kittens

c) My father drives a car

d) The apple is good

e) The pretty blue

3.12.2 Transforms questions.

Change the following statements to questions: (Example: He is happy. Is he happy?)

a) She is eating.

b) He is singing.

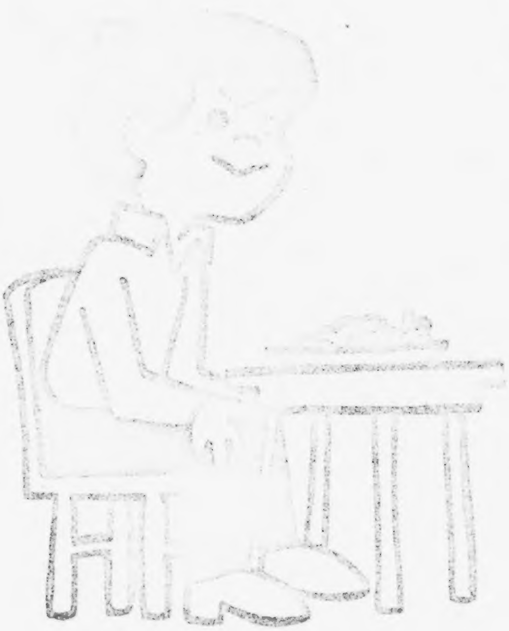
c) We are playing.

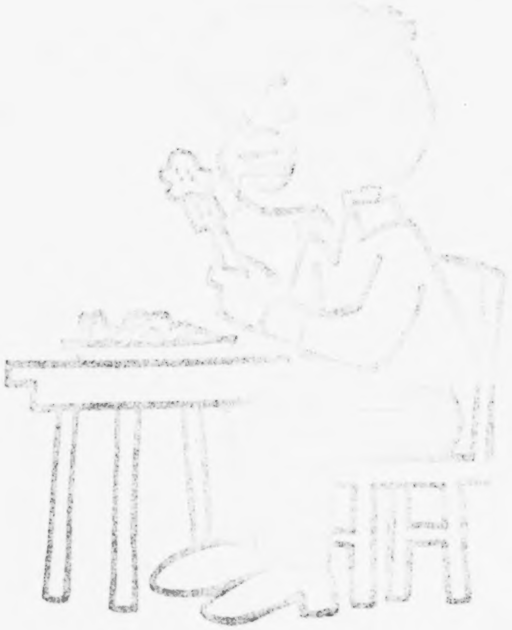
d) They are sleeping.

LEVEL TWELVE

3.12.3 Recognizes and uses negatives.

Teacher reads both sentences to student. Student points to the designated picture and repeats the corresponding sentence.



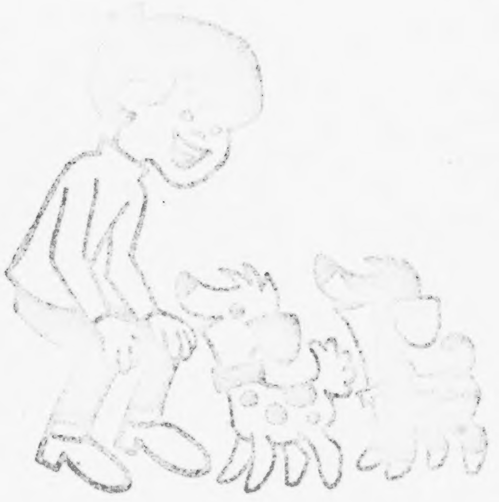


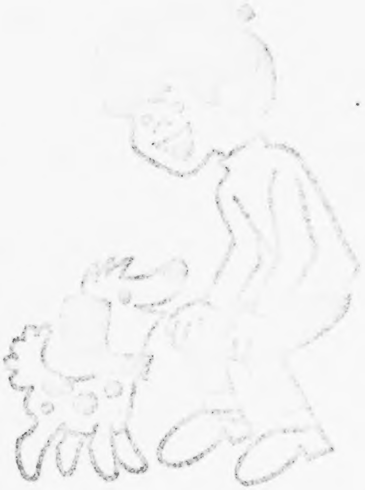
The boy is not eating.
The boy is eating.

LEVEL TWO

3.12.4 Uses plurals appropriately.

(Procedure same as in Item [illegible]





The boy sees the dog.
The boy sees the dogs.

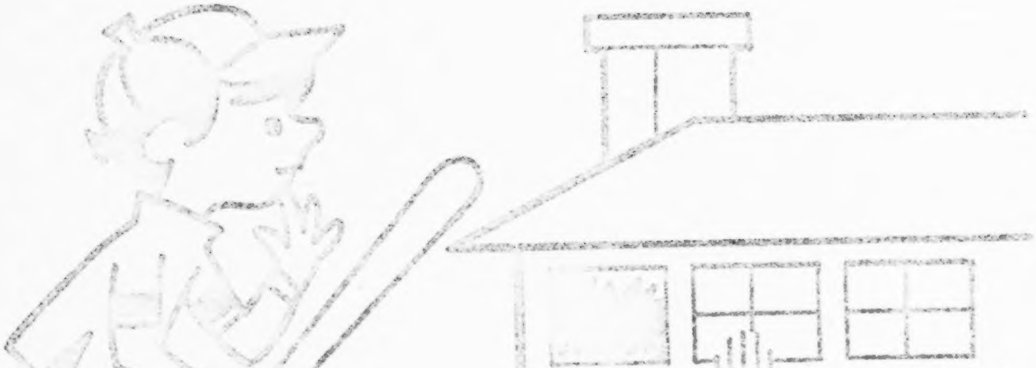
LEVEL TWELVE

4. SEMANTICS

4.12.1 Writes very short stories with teacher (or other) support as needed.

4.12.2 Makes inferences.

What do you think happened here? How do you know?



LEVEL TWELVE

4.12.3 Uses details in description.

Tell everything you can about the following objects:

clock telephone envelope

To score correct student must tell four or more things about each item.

4.12.4 Identifies similarities between objects.

Tell one way in which the objects in each pair are alike.

boat	bus
gold	silver
wood	bricks
pear	banana

LEVEL TWELVE

4.12.5 Makes up simple riddles.

Teacher: "Can you answer this riddle? We have one in our classroom. It is green and is on the wall. We write on it. What is it? Now you make up a riddle."

4.12.6 Describes creatively through personification.

Pretend you are something else. Describe yourself and tell what you do. (Example: I am a car. I have four wheels, etc.)

4.12.7 Identifies question words.

Underline the question words in each sentence.

a) Who is at the door?

b) When will you be home?

c) What time is it?

d) Why did you do that?

LEVEL TWELVE

4.12.0 Tells a story about a picture answering "W" questions.

Look at this picture.

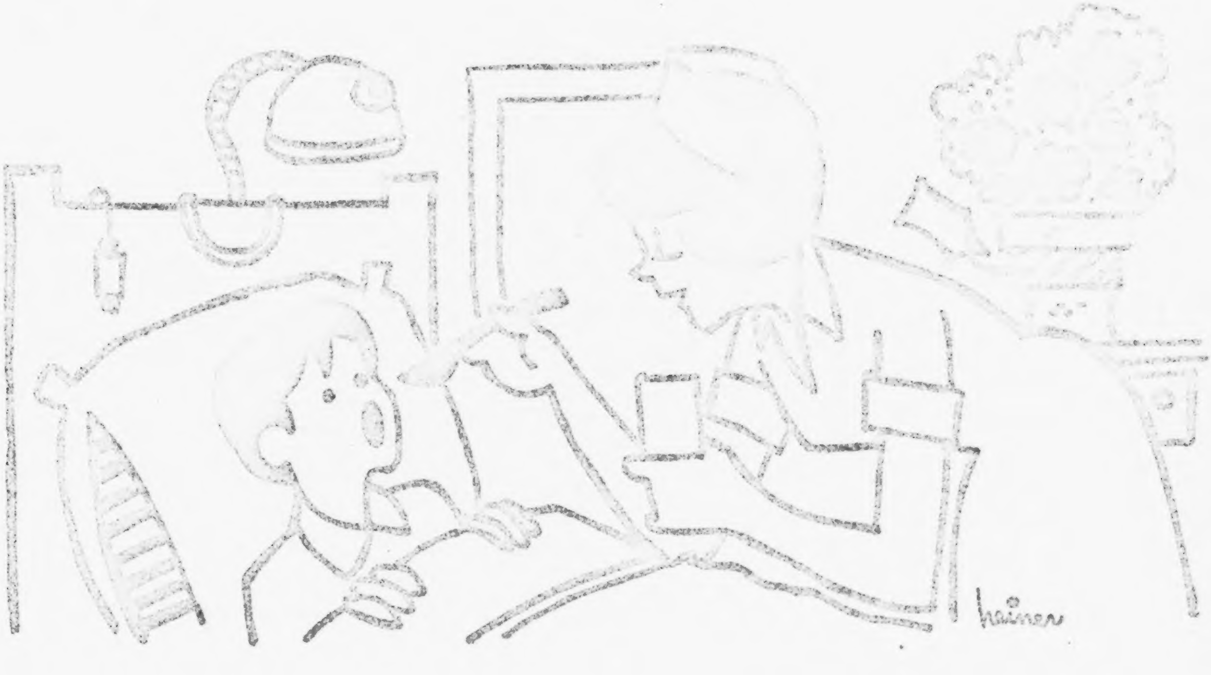
Tell: a) Who is in the story?

b) What happened?

c) When did it happen?

d) Where did it happen?

e) Why did it happen?



LEVEL TWELVE

4.12.9 Recognizes homonyms.

Look at the words below. Point to the correct word as I use it in a sentence.

I have ______ eyes.

I walked ______ school.

The soup was _____ hot.

to too two

4.12.10 Writes the names of colors to dictation.

Student writes on separate paper. Correct spelling is not necessary.

red, black, white, blue,

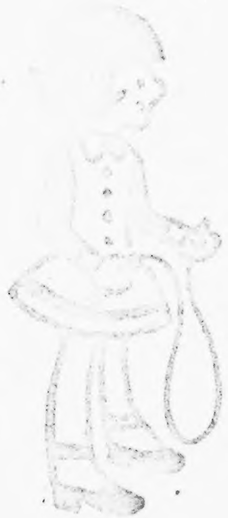
yellow, brown, green.

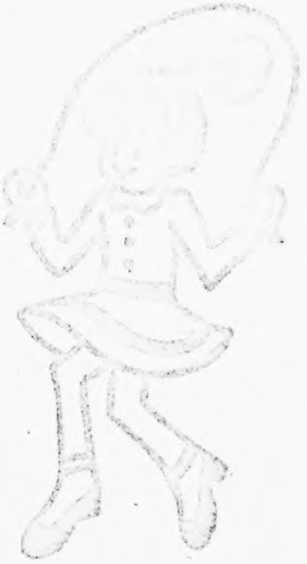
LEVEL TWELVE

4.12.11 Understands the use of negatives - AFFIRMATIVE.

Student points to the correct picture when teacher reads the sentence.

Point to: The girl is not jumping.





[illegible]
[illegible]

Informal Inventory Assessment

LEVEL THIRTEEN

Materials

The following materials are needed in the administration of LEVEL THIRTEEN of this inventory:

Reference book, chalk board, dictionary, pencil, text book index, dime, quarter, dollar.

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.13.1 Detects differences in paired words.

Procedure: Teacher says: "I will say 2 words. If they are both the same word, say "Yes". If I say 2 different words say "No".

Example: bed - bed I said the same word.

bed - beg I said different words.

1. ship - chip
2. grief - grieve
3. hid - hid
4. go - grow
5. sick - slick
6. came - came
7. pour - four
8. Tim - Tim
9. plant - pant
10. pine - pine
11. tip - lip
12. dub - dove

Student must score 6 items correct.

LEVEL THIRTEEN

1.13.2 Discriminates between rhyming and non-rhyming words.

"Teacher says, "I will say a word, then I will say three more words. Tell me the word that rhymes with the first word I said. Example: man - dig, sit, ran. man and ran rhyme."

1. fun - fat, sun, car
2. hit - toy, man, fit
3. start - cart, moon, bell
4. ring - talk, sing, laugh
5. sight - light, chair, plate
6. fast - four, race, past
7. tail - rail, chip, chin
8. bent - fence, pen, lent
9. such - lunch, crutch, sail
10. sweet - broom, step, feet
11. six - box, fix, some
12. tip - lap, rip, top

Student must score 7 items correct.

LEVEL THIRTEEN

1.13.3 Rhymes words orally.

Tell me a word that rhymes with:

house son me sad

1.13.4 Identifies single consonant sounds and blends.

Procedure: Teacher says: "I will say a word two times. If the word begins with a single consonant you say 'Single'. If the word begins with a consonant blend you say 'Blend'. For example: (a) Boy starts with a single consonant /b/ so you would say 'Single'. (b) Play starts with a consonant blend /pl/ so you would say 'Blend'."

1. game - game
2. clay - clay
3. pill - pill
4. bat - bat
5. scarf - scarf
6. can - can
7. blow - blow
8. paid - paid
9. mane - mane
10. crate - crate
11. tone - tone
12. sleep - sleep

Student must score 7 items correct.

1.13.5 Finds words in a non-picture dictionary.

Find the words cat and sun in the dictionary.

LEVEL THIRTEEN

1.13.6 [illegible]

Teacher: [illegible]

1.13.7 Writes digraphs.

Write a word using each of the following sounds:

(Teacher makes each sound. Student writes his words on a separate paper. Student must use correct letters for the digraph, but need not spell word correctly to pass item.)

a) sh c) th (voiced)

b) ch d) th (voiceless)

1.13.8 Uses capitalization in names, initials and titles.

Circle the letters that should be capitalized. (Teacher may help child read the words.)

e.m. jones	mr.
door	christman
mary	teacher

1.13.9 Writes on chalk board without using guide lines.

Student writes or prints his name on the chalkboard.

LEVEL THIRTEEN

2. MORPHOLOGY

2.13.1 Recognizes 2-syllable words auditorially.

Teacher: "I will read you a list of words. Raise your hand when you hear a word that has more than one syllable."

water tack black

river from something

2.13.2 Recognizes 's as possessive construction form.

Teacher reads following phrase to child:

The boy's coat

Show the phrase to the child and ask, "How do you know that the coat belongs to the boy?" If the child points to, or recognizes verbally the 's, score this item correct.

LEVEL THIRTEEN

3. SYNTAX

3.13.1 Expands sentences.
Teacher says:

"Make the following sentences longer by adding words. I will give you an example. The girl plays. I will tell you something about the girl, how she played and where she played. The little girl plays happily on the swings. Now you do it."

a) The man worked. ____________________
____________________.

b) The boy ran. ____________________
____
____________________.

3.13.2 Repeats complex sentences.

Repeat each sentence after me. Use the same words I use.

a) "The man in the red coat is my uncle."

b) "The girl who walked to school is in the third grade."

c) "The book that I found is from the library."

d) "The ball he kicked rolled into the street."

Score 3 out of 4 to pass item.

LEVEL THIRTEEN

3.13.3 Arranges scrambled words in order to make a sentence.

(Teacher reads words with student. Repeat as often as necessary.) Write the words in correct order to make a sentence.

a) down is he street walking the.

____

____

b) glass the take the kitchen into.

____

____

c) the my under shoes bed are.

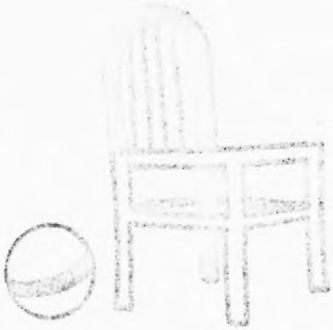
____

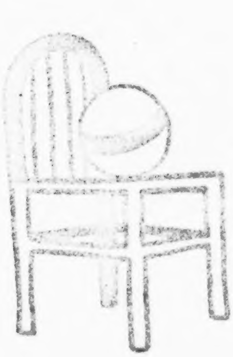
____

LEVEL THREE

3.13.4 Uses prepositions: beside, under, in, on, between, behind.

Make a sentence for each picture telling where the ball is.



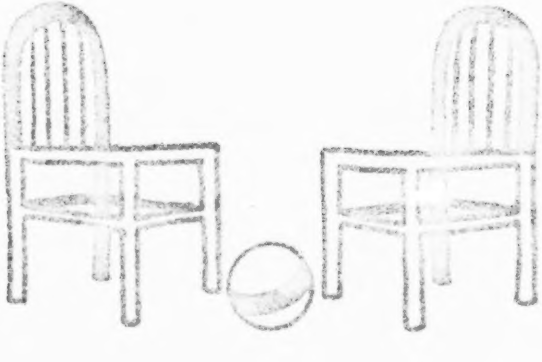


(continued)

LEVEL THIRTEEN

3.13.4 (continued)

Uses prepositions: beside, under, on, in, between, behind.



LEVEL THIRTEEN

4. SEMANTICS

4.13.1 Tells a story suggested by a picture involving an action."

See picture on next page: page 10a

Teacher records responses below.

4.13.1

LEVEL THIRTEEN

4.13.2 Gives oral book reports.*

Report on the most recent book you have read.

4.13.3 Retells unfamiliar story after hearing it read once.

Teacher: "I will read you a short story. When I finish, you tell it to me in your own words."

The little brown cat climed to a high branch in a tree. He sat there for a long time, enjoying his seat high above the ground. Jimmy didn't know how to get his cat to come down from the high branch. He thought and thought. Finally he said, "I know how to get my cat to come down from the tree." Jimmy brought a bowl of milk from the house and set it at the bottom of the tree. And sure enough, Jimmy's little brown cat climbed down the tree to drink the milk.

4.13.4 Names dime, quarter and dollar.

Show student dime, quarter and dollar. Name each of these items.

4.13.5 Recites personally appealing poetry.*

Recites poem to class or to teacher from memory.

4.13.6 Uses descriptive language relating to sensory perception.

Answer these questions:

a) What sounds do babies make?

b) How does a Christmas tree smell?

c) How does candy taste?

d) What sounds would you hear in the park?

e) How does water feel?

Student gives minimum of two descriptions for each question.

LEVEL [illegible]

4.13.7 Uses multi-meaning words, or words in new contexts.

Tell two sentences for each word below. Show a different meaning for the word in each sentence.

Example: Ring

a) The bells ring.

b) I wear a ring on my finger.

park saw can

4.13.8 Supplies opposites to make a verse.

The opposite of day is ________.

The opposite of dark is ________.

The opposite of old is ________.

The opposite of me is ________.

4.13.9 Uses adjectives to describe feelings.

a) How do you feel when you laugh?

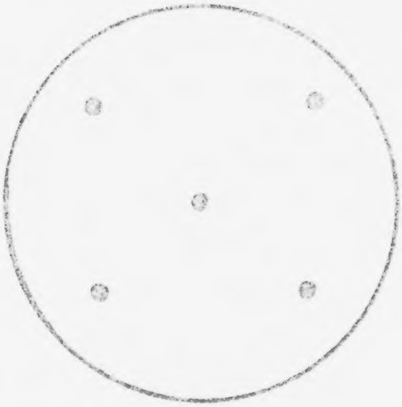
Can you think of words to describe happy feelings? (glad, gay, cheerful, etc.)

b) Tell me as many words as you can that tell how you feel when your mother gets angry at you.

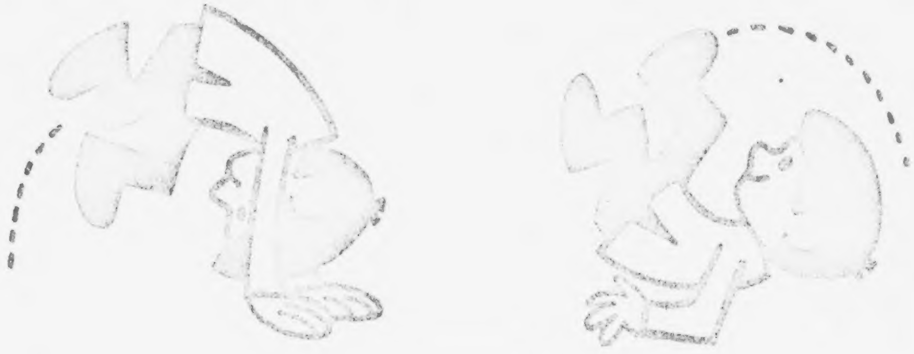
Correct if student uses three words for each item.

4.13.10 Recognizes concepts of space: (a) Center (b) Forward (c) Backward.

a) Center - Mark an X on the dot that is in the center of the circle.



b) Forward - Point to the boy doing a forward somersault.

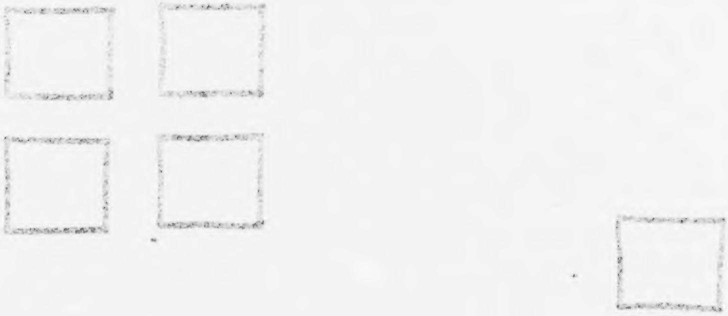


(continued)

LEVEL THIRTEEN

.13.10 (continued) [illegible]

c) Separated - Put an X on the box that is separate from the others.



4.13.11 Recognizes and uses synonyms.

Find the word in the first list that has almost the same meaning as the word in the second list. Draw a line between the two words that are similar.

fast	pal
friend	little
small	quick

LEVEL THIRTEEN

4.13.12 Uses adjectives to describe characters.

Describe the following characters:

Example: The papa bear in the Three Bears: (big, huge, loud, brown, angry, furry, etc.)

a) The wolf in Little Red Riding Hood

b) Snow White

c) Big Bird from Sesame Street

LOS ANGELES CITY [illegible]
SPECIAL EDUCATION [illegible]

Informal Inventory in Language

LEVEL FOURTEEN

Materials

The following materials are needed in the administration of LEVEL FOURTEEN of this inventory:

Pencil

Procedure: All parts of each question must be answered correctly to receive credit unless otherwise specified.

1. PHONOLOGY

1.14.1 Uses the following consonant sounds correctly in the initial, medial and final positions (as well as all sounds listed at previous levels): /sh/, /z/, /th/, /v/, /s/, /s-blends/.

Teacher says: "Please say these words after me." Note whether student uses the underlined sounds correctly.

SPEECH SOUND INVENTORY

Level 1	nose	________		
	monkey	________		
	pig	________		
Level 2	banana	________	spoon	________
	hammer	________	comb	________
	happy	________	cup	________

(continued)

9-72

LEVEL FOURTEEN

1.14.1 (continued) SPEECH SOUND INVENTORY

Level 3	water ______		
	horse ______	doghouse ______	
Level 4	cup ______	chicken ______	duck ______
	fish ______	sofa ______	knife ______
	baby ______	rabbit ______	bathtub ______
	gun ______	wagon ______	dog ______
Level 5	doll ______	ladder ______	bird ______
	yellow ______	onion ______	
Level 9	lake ______	yellow ______	ball ______
	frown ______	plant ______	blue ______
	clay ______	glue ______	flower ______
	sing ______	ringing ______	
	toe ______	hitting ______	hat ______
	red ______	arrow ______	car ______
	proud ______	brown ______	trick ______
	drink ______	cry ______	grow ______
	jar ______	badger ______	orange ______
	chair ______	teacher ______	peach ______

(continued)

LEVEL FOURTEEN

1.14.1 (continued) [illegible]

Level 14

shoe ________
zero ________
thing ________
vine ________
smoke ________
step ________
spring ________
scream ________

dishes ________
scissors ________
bathtub ________
cover ________
spider ________
skate ________
slide ________
squeak ________

fish ________
nose ________
teeth ________
love ________
snow ________
splash ________
street ________

1.14.2 Recognizes digraphs.

In each of the words below, circle the two consonants that make one sound.

Example: the push

chair bath

dish they

crash think

much shoe

LEVEL FOURTEEN

1.14.3 Identifies words that have the same vowel sounds but different spellings.

Draw a line between the word in the first column and the word in the second column that sound alike.

here	sun
son	right
write	hear

1.14.4 Identifies written consonant blends.

Circle the consonant blends in each word.

spin	drop
desk	fly
truck	past

LEVEL FOURTEEN

1.14.5 Recognizes long and short vowels.

Teacher says: "Listen carefully. I will say each word two times. Tell me whether the word has a short vowel or a long vowel. A long vowel says its name."

1. set - set
2. date - date
3. plant - plant
4. cot - cot
5. let - let
6. pane - pane
7. night - night
8. bit - bit
9. boat - boat
10. but - but
11. sink - sink
12. hot - hot

Student must score 10 items correct to pass item.

1.14.6 Begins to spell words of irregular spellings.

Spell the following words.

school

know

back

1.14.7 May begin to use cursive letter forms in handwriting.

Write your name using handwriting.

____

____

LEVEL FOURTEEN

2. MORPHOLOGY

2.14.1 Identifies and uses contractions.

Make one word from each pair and use it in a sentence. The teacher may help the student read the words.

do not you are

was not I have

it is he will

2.14.2 Eliminates gross error. (Hisself, theirselves, run

Make these words right by saying them correctly.

hisself growed foo

runned writed gots

2.14.3 Can divide words into syllables.

Divide these words into syllables with a / mark.

Example: birth/day

something automobile

mistake telephone

LEVEL FOURTEEN

3. SYNTAX

3.14.1 Writes complex sentences.

Teacher evaluates students' sentence structure in written work.

3.14.2 Uses exclamation marks.

Which sentences need an exclamation mark?

a) I am going to the store

b) How excited I am

c) Happy Birthday

d) When is your birthday

3.14.3 Repeats sentences of 16 - 18 syllables.

Listen and be sure to say exactly what I say.

a) Fred asked his father to take him to see the clown in the circus.

b) Billy made a model plane out of plastic from his new model kit.

LEVEL FOURTEEN

3.14.4 Transforms questions.

Make each of these statements into a question:

a) Billy is walking to school.

b) They were enjoying the game.

c) I am going with you.

3.14.5 Transforms negatives.

Make these sentences correct.

a) I no do this.

b) That not cowboy.

c) I not touch.

LEVEL FOURTEEN

4. SEMANTICS

4.14.1 Uses homonyms.

Use each word in a sentence.

a) to, too, two.

b) would, wood.

c) know, no.

4.14.2 Participates in group discussion.

Observe students' participation in class.

4.14.3 Uses concepts of right and left.

a) Make a circle on the right side of the line.

b) Make an X on the left side of the line.

LEVEL FOURTEEN

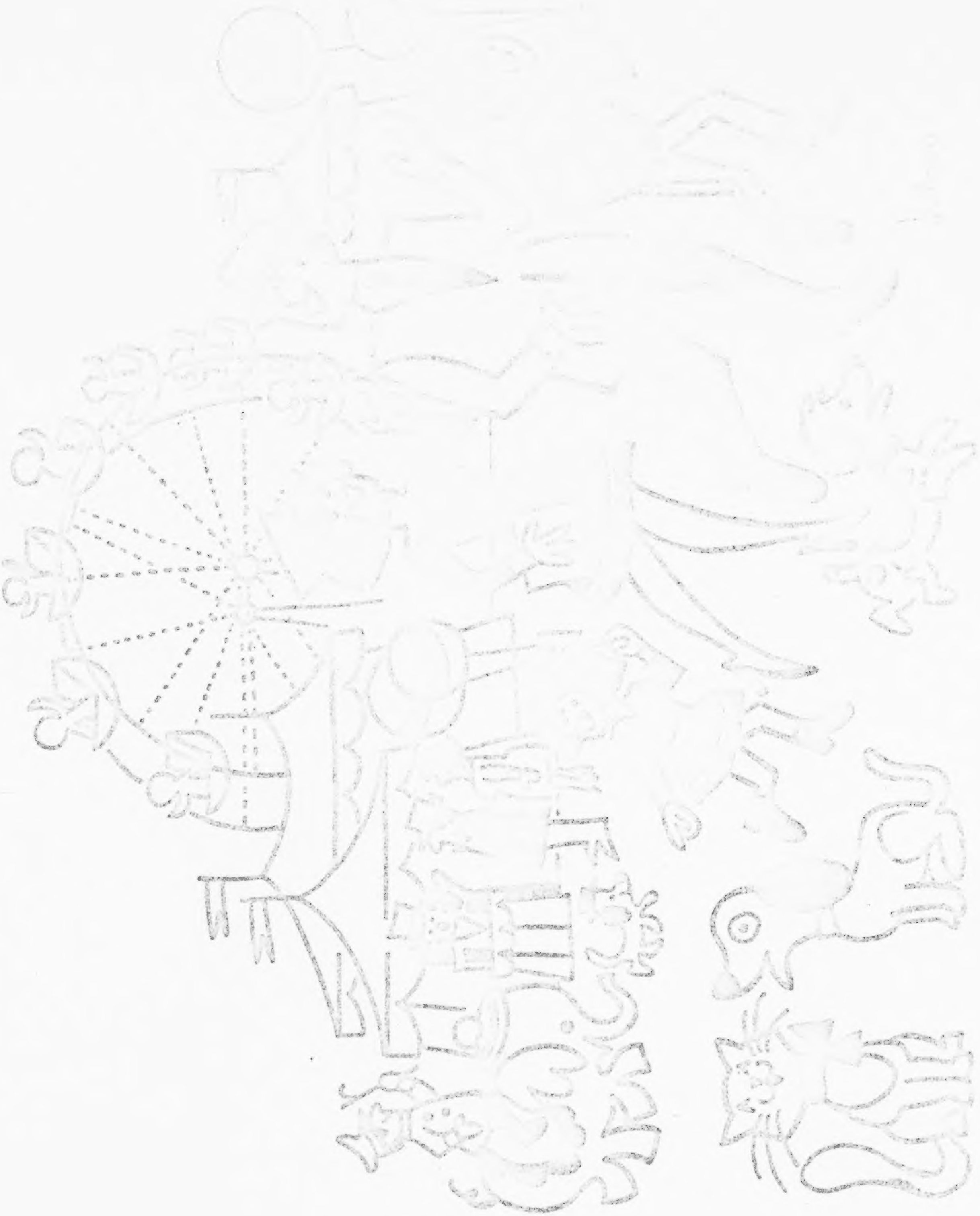
4.14.4 Creative ability for role playing.

What are the mother and father saying in this picture?

What is the boy saying?

See picture on next page: page 10a

Record responses below.



4.14.4

LEVEL FOURTEEN

4.14.5 Understands analogy.

Finish the sentence with the right word.

Example: Comb is to hair
As toothbrush is to teeth.

a) Spoon is to eat
As glass is to ______________.

b) Book is to read
As song is to ______________.

4.14.6 Has reciprocal understanding of family relationships.

Andwer these questions:

a) Who is your brother/sister?
b) Whose brother/sister are you?

4.14.7 Names the days of the week.

Name the days of the week. (If student cannot begin, teacher starts him by saying, "Yesterday was ________, today is ______, etc.")

4.14.8 Names the months of the year.

Name the months of the year. (If the student cannot begin, teacher gives student help.)

[illegible]
[illegible]

Informal Inventory In Language

LEVEL FIFTEEN

Test Administration:

The following items are administered by the teacher:

1.15.1
1.15.2
1.15.3
1.15.8

All other test items are completed by the student. Consult Language Inventory for scoring requirements. Where no scoring criterion is given, entire item should be correct to receive credit.

1. PHONOLOGY

1.15.1 Listen carefully to spell these words as your teacher reads them to you.

bad let stop pig cup
ask end dot skin must
bell miss dress doll tell

9-72

LEVEL FIFTEEN

1.15.2 Increases ability to blend sounds.

Procedure: Read each word to the student. (Pronounce sounds as written words). Say: "Listen, carefully [illegible]. What is the word I am saying?" Proceed in the same manner with the following words. Child must score 17 items correct.

d-i-sh

m-ou-th

c-a-ke

sh-ow

sh-o-p

a-t

c-oa-t

lea-th-er

bo-tt-le

sh-ir-t

wi-nn-er

k-e-tt-le

la-d-ie-s

r-i-v-er

bi-c-y-c-le

h-a-m-bur-ger

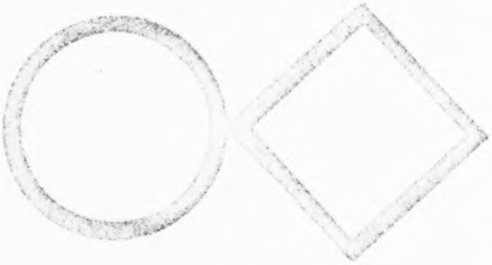
m-u-s-t-ar-d

wi-sh-b-o-ne

wa-t-er-f-a-ll

1.15.3 Copies circle and tilted square.

Procedure: Show the child this circle and tilted square. Ask him to copy the circle and tilted square on a blank piece of paper which teacher holds directly below the example.



Score correct if circle and square are relatively equal in size, with little or no gap or overlap of forms. Square has four corners and touches circle in the middle with closed corner.

LEVEL FIFTEEN

1.15.4 Write (or print) your name in manuscript writing.

Example: Tom Smith

1.15.5a Write these words in alphabetical order.

man table bad
5b boy bat bird
5c hat hay had
seeing seed seek

1.15.6 Use these subjects to complete the sentences below.

1.15.7 Use capitals, periods or question marks.

his book the Kings the bus

1. ____________ is on the desk

2. ____________ brought presents

3. Will ________ wait for him

LEVEL FIFTEEN

1.15.8 Write the names of the following people. (Example: Mother is Mrs. Betty Smith.)

1. Your father ____________

2. Your teacher____________

3. Your friend ____________

LEVEL FIFTEEN

2. MORPHOLOGY

2.15.1 Write the subject of each sentence.
Draw one line under the determiner.
Draw two lines under the noun.

1. This book is mine.

____

____

2. A wagon has four wheels.

____

____

LEVEL FIFTEEN

2.15.2 Draw a ring around the nouns in these sentences:

Write "C" over the common nouns, and "P" over the proper nouns.

1. Apples grow on trees.
2. Mary is a big girl.
3. John hit the ball.

2.15.3 Draw a ring around the verb in the predicate of each sentence.

1. She rides the bus to school.
2. We read books.
3. Mother buys our shoes.

LEVEL FIFTEEN

3. SYNTAX

3.15.1 Draw a ring around the sentences. Punctuate each sentence.

1. Up the hill
2. Bill ran to school
3. The red book
4. I like to sing

3.15.2 Draw a ring around the subject of each of these sentences.

1. He is happy.
2. Boys play ball.
3. I am at school.
4. Mary is funny.
5. The book is blue.

LEVEL FIFTEEN

3.15.3 Find the underlined *subject* of
sentence '*a*' below. Then wri
a new subject in '*b*'.

Example: a. *The boys* played b
b. *They* played ball.

1. a. *The sun* is bright.

b. __________ is bright.

2. a. *She* is happy.

b. __________ is happy.

3. a. *The toys* are in the box.

b. ____________ are in the bo

3.15.4 Draw a ring around the *predicat*
in each of these sentences.

1. He sang a song.

2. The teacher wrote a letter.

3. The sun is hot.

4. John knows the alphabet.

LEVEL FIFTEEN

4. SEMANTICS

4.15.1 Draw a line from the underlined word to its correct meaning.

1. We heard a ring. a. a line

2. He drew a ring around his name. b. a sound

4.15.2 Write a paragraph. You may choose to write about something that happens at school, at home, or on vacation.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory In Language

LEVEL SIXTEEN

Test Administration

The following items are administered by the teacher:

1.16.2	3.16.1	4.16.1
1.16.3	3.16.2	4.16.2

All other items are completed by the student. Consult Language Inventory for scoring requirements. Where no scoring criterion is given, entire item should be correct to receive credit.

1. PHONOLOGY

1.16.1 Draw a ring around the word that does not rhyme in each row below.

Example: cat hat sat [✓ hot] bat

1. but shut cut hat hut
2. dig wig sit big pig
3. pet fit wet get met

9-72

LEVEL SIXTEEN

1.16.2 Detects differences in paired words.

Procedure: Teacher says, "I will say 2 words. If they are both the same word, say 'Yes'. If I say 2 different words say 'No'." Child must score 11 items correct.

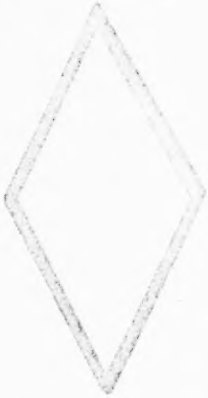
Example: bed-bed I said the same word.
bed-beg I said two different words.

1. ship - chip
2. grief - grieve
3. hid - hid
4. go - grow
5. sick - slick
6. came - came
7. pour - four
8. Tim - Tim
9. plant - pant
10. pine - pine
11. tip - lip
12. dub - dove

1.16.3 Copies vertical diamond.

Procedure: Show the child this vertical diamond. Ask him to copy the vertical diamond on a blank piece of paper which teacher holds directly below the example.

Scoring Criteria:
Diamond must have four good, opposing corners; both acute angles of 60° or less; no kite shapes allowed.



1.16.4 Write your name in cursive writing. Example: Tom Smith

LEVEL SIXTEEN

2. MORPHOLOGY

2.16.1 a. If the sentence has a singular subject, draw a ring around the singular subject in the sentences below.

1. The boy plays football.
2. Two girls bring the milk.
3. An apple tastes good.

b. Draw a ring around each plural subject in the sentences below.

1. The books are on the table.
2. That car is blue.
3. The cats are hiding.

2.16.2 Find the sentences that have the "s-form" of the verb. Draw a ring around the "s-form" of the verb in the sentences below.

1. They eat lunch at home.
2. She writes at her desk.
3. Jim plays football.
4. We like to swim.

LEVEL SIXTEEN

Circle the correct form of the verb (simple form or "s-form") in the blanks below:

2.16.3 Mother work/works hard.

2.16.4 Cats drink/drinks milk.

2.16.5 What personal pronoun could you use instead of the underlined subject? Write the personal pronoun on the line below each sentence.

Example: The bus is yellow.
It is yellow.

1. The boys like to read.

______________ like to read.

2. Jane ate some cake.

______________ ate some cake.

3. Tom saw an airplane.

______________ saw an airplane.

LEVEL SIXTEEN

2.16.6 Draw a ring around the indefinite pronouns.

1. Anyone can buy lunch.
2. We want a pencil.
3. Everybody likes candy.
4. They hit the car.

2.16.7 Draw a ring around each subject. Five kinds of subjects are marked 1, 2, 3, 4, 5. Write the correct number before each sentence to show what kind of subject it has.

Example: 4 She is my friend.

1. determiner and common noun
2. proper noun
3. common noun by itself
4. personal pronoun
5. indefinite pronoun

_____Mr. Smith has an orange tree.
_____He eats candy.
_____Somebody lost this book.
_____Ice cream is cold.
_____The cat ran away.

LEVEL SIXTEEN

( ) 3. SYNTAX

3.16.1 Understands pronoun references.

Read the paragraph to the child. Ask the questions. Record answer.

a. Snoopy thinks he knows everything. He found out that Lucy won the race.

Questions: Who found out?

____

( ) Who won the race?

____

b. After he got the candy, Snoopy left.

Questions: Who got the candy?

____

Who left?

____

LEVEL SYNTAX

3.16.2 [illegible] pronoun agreement.

Read these sentences to the child. Tell the child: "There is something wrong with each sentence. Can you say it right?" Record answer.

a. My mother washes and he cleans.

____

b. John fell down and she broke his arm.

____

3.16.3 Circle the noun phrases in each sentence.

Example: The books are on the table

1. The girl found a pencil.
2. Mary went with the teacher.

3.16.4 Circle the noun phrase that functions as the subject in the sentences below.

1. That boy lost the race.
2. The cat scratched me.

LEVEL SIXTEEN

3.16.5 Circle the noun phrase that functions as the object of the verb.

1. He lost the book.
2. The man bought a car.

3.16.6 Circle the noun phrase that functions as the object of a preposition.

1. The ball rolled down the hill.
2. The cat slept under the table.

LEVEL SIXTEEN

A. SEMANTICS

4.16.1 Identifies similarities and differences in word pairs.

Read the word pairs. Ask the child: "Tell me how these are different and how they are the same."

1. ball - grapefruit
   same____________________________
   different________________________

2. airplane - bird
   same____________________________
   different________________________

3. lake - river
   same____________________________
   different________________________

4. penny - nickel
   same____________________________
   different________________________

(Child should get 3 out of 4 correct.)

LEVEL SIXTEEN

4.16.2 Listens for word meanings in poetry.

Observe in class. Refer to poetry selections in Roberts English Series, Books 3 and 4.

4.16.3 Synonyms. Draw a line from a word in column 1 to a word that means the same in column 2.

-1-	-2-
fast	noisey
loud	swift
prank	trick

4.16.4 Antonyms. Draw a line from a word in column 1 that means the opposite of a word in column 2.

-1-	-2-
day	sad
cold	night
happy	hot

LEVEL SIXTEEN

4.16.5 Analogies

Fill in the blanks to complete the sentences.

(1) Mother is to aunt as
father is to __________.

(2) Night is to day as
dark is to __________.

(3) Milk is to cow as
egg is to __________.

4.16.6 Simple Metaphor

Fill in the blanks to complete the sentences.

(1) The sun was as bright as
__________.

(2) The boy was as tall as
__________.

(3) The girl was a beautiful as
__________.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory in Language

LEVEL SEVENTEEN

Test Administration

The following items are administered by the teacher:

1.17.5
1.17.1 3.17.1
1.17.3 4.17.1
1.17.4 4.17.2

All other test items are completed by the student. Where no scoring criterion is given entire item should be correct to receive credit.

1. PHONOLOGY

1.17.1 Uses voiced /th/ in initial, medial and final positions. Uses /wh/ in initial and medial positions.

SPEECH SOUND INVENTORY

Procedure: Teacher says; "Please say these words after me." Note whether the child uses the underlined sounds correctly.

Level 17 that________ mother_______ with ________

wheel________ somewhere____

Speech Sound Inventory for previously tested sounds: Continued next page.

9-72 (continued)

LEVEL SEVENTEEN

1.17.1 (continued) speech sound inventory for [illegible]

Level 1	nose	____				
	monkey	____				
	pig	____				
Level 2	banana	____	spoon	____		
	hammer	____	comb	____		
	happy	____	cup	____		
Level 3	water	____				
	horse	____	doghouse	____		
Level 4	cup	____	chicken	____	duck	____
	fish	____	sofa	____	knife	____
	baby	____	rabbit	____	bathtub	____
	gun	____	wagon	____	dog	____
Level 5	doll	____	ladder	____	bird	____
	yellow	____	onion	____		
Level 9	lake	____	yellow	____	ball	____
	frown	____	plant	____	blue	____
	clay	____	glue	____	flower	____
	sing	____	ringing	____		
	toe	____	hitting	____	hat	____
	red	____	arrow	____	car	____
	proud	____	brown	____	trick	____
	drink	____	cry	____	grow	____
	jar	____	badger	____	orange	____
	chair	____	teacher	____	peach	____

(continued)

LEVEL SEVENTEEN

1.17.1 (continued) Speech Sound Inventory for [illegible] [illegible]

Level 14	shoe	______	dishes	______	fish	______
	zero	______	scissors	______	nose	______
	thing	______	bathtub	______	teeth	______
	vine	______	cover	______	love	______
	smoke	______	spider	______	snow	______
	step	______	skate	______	splash	______
	spring	______	slide	______	street	______
	scream	______	squeak	______		

1.17.2 Listen for the vowel sound in these words as you say them. Draw a line under those words that have a short vowel sound.

1. bad
2. six
3. late
4. leg
5. write

LEVEL SEVENTEEN

1.17.3 Recognizes initial single consonant sounds and blends.

Procedure: Teacher says: "I will say a word two times. If the word begins with a single consonant you say 'one'. If the word begins with a consonant blend you say 'blend'. For example (a) boy starts with a single consonant /b/ so you would say 'one'; (b) play starts with a consonant blend /pl/ so you would say 'blend'.

1. game - game
2. clay - clay
3. pill - pill
4. bat - bat
5. scarf - scarf
6. can - can
7. blow - blow
8. paid - paid
9. name - name
10. crate - crate
11. tone - tone
12. sleep - sleep

Child must score 10 items correct.

1.17.4 Discriminates between rhyming and non-rhyming words.

Procedure: Teacher says, "I will say a word, then I will say three more words. Tell me the word that rhymes with the first word I said. Example: man- big, sit, ran (man and ran rhyme.)"

1. fun - fat, sun, car
2. hit - boy, man, fit
3. start - cart, moon, bell
4. ring = talk, sing, laugh
5. sight - light, chair, plate
6. fast - four, race, past
7. tail - rail, chip, chin
8. bent - fence, pen, lent
9. such - lunch, crutch, sail
10. sweet - broom, step, feet
11. six - box, fix, some
12. tip - lap, rip, top

Child must score 10 items correct.

LEVEL SEVENTEEN

1.17.5 Writes short sentences from dictation.
Teacher dictates:

Write these sentences as they are read aloud: (Use another piece of paper.)

1. His name is Tom.
2. The boys hit the ball.
3. She came to school today.

1.17.6 Complete the following to make sentences: (You may write on the lines below.)

Today is ______________________________

1.17.7 The date today is ______________________________

1.17.8 Write the plural form of these words.

lunch ______________________________

church ______________________________

branch ______________________________

LEVEL SEVENTEEN

2. MORPHOLOGY

2.17.1 Write the plural form for each of these nouns:

man____________________

foot____________________

mouse____________________

child____________________

deer____________________

2.17.2 Fill the blanks, using the proper form of "be".

1. The boy ________________here.
2. The babies ______________asleep.
3. The milk _______________cold.

LEVEL SEVENTEEN

2.17.3 Draw a ring around the "be" form in each sentence.

1. The dogs were hungry.
2. I am happy.
3. The school is big.
4. The boys are hungry.
5. She was sick.

2.17.4 Write the past tense form of each verb below.

1. look ______________.
2. fill ______________.
3. like ______________.
4. pass ______________.
5. live ______________.

LEVEL SEVENTEEN

3. SYNTAX

3.17.1 Corrects word order in relative clauses.

Read these sentences to the child. Tell the child: "There is something wrong with each sentence. Can you say it right?"

a. I know what is he doing.

____.

b. I know who is she calling.

____.

c. I know when is he coming.

____.

4. SEMANTICS

4.17.1 Listens critically for precise meanings.*

Suggest reference to poetry and prose, "Vocabulary and Meaning", in Roberts English Series 3 and 4.

4.17.2 Reads with expression to convey meaning.*

Does the child read aloud with the proper phrasing and expression to convey meaning?

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION BRANCH

Informal Inventory of Language

LEVEL EIGHTEEN

Test Administration

The following items are administered by the teacher:

1.18.1	2.18.8	4.18.3	4.18.7
1.18.2	3.18.1	4.18.4	
1.18.3	4.18.1	4.18.5	
1.18.5	4.18.2	4.18.6	

All other test items are completed by the student. Consult Language Inventory for scoring requirements. Where no scoring criterion is given, complete item should be correct to receive credit.

1 PHONOLOGY

1.18.1 Identifies rhythmic sound patterns.

Procedure: Teacher says, "I will tap out a pattern with my pencil. Listen carefully as I tap. Repeat the tapping you heard". (Teacher note: Use the following tapping pattern as an example: 1-2-1).

1. 2-2
2. 2-1-1
3. 2-1-1
4. 1-3
5. 3-1

Child must score 3 out of 5 correct.

LEVEL EIGHTEEN

1.18.2 Identifies long and short vowels.

Procedure: Teacher says: "Listen carefully. A long vowel says it's name. I will say each word two times. Tell me whether the word has a short vowel or a long vowel."

1. set - set
2. date - date
3. plant - plant
4. cot - cot
5. let - let
6. pane - pane
7. night - night
8. bit - bit
9. boat - boat
10. but - but
11. sink - sink
12. hot - hot

Child must score 11 items correct to receive credit for this item.

1.18.3 Identifies two-letter consonant combinations by sound clues.

The teacher will read these words aloud. Ask child to write or say the letters for the sound he hears at the beginning of each word.

1. ship
2. child
3. three
4. wheel
5. the
6. chair

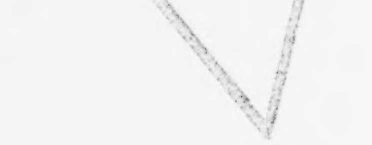
LEVEL EIGHTEEN

○ 1.18.4 Write the first syllable of each word.

1. window ______________
2. summer ______________
3. basket ______________
4. looking ______________

○ 1.18.5 Copies tilted triangles.

Procedure: Show the child these two tilted triangles. Ask him to copy the tilted triangles on a blank piece of paper which teacher holds directly below the example.



○ Score correct if...
1. There are two triangles
2. Two corners of inner triangle cleanly touch side of outer triangle, and the third corner comes close
3. Left outer angle approximates 90°
4. Right outer side slopes 100° or more

LEVEL EIGHTEEN

1.18.6 Write this sentence below, using your best handwriting.

Always do your best.

1.18.7 Write the plurals of each of these words:

1. loaf
2. shelf
3. leaf

LEVEL EIGHTEEN

( )

1.18.8 Write the pronoun and the form of "be" as a contraction.

1. he is ____________.
2. I am ____________.
3. it is ____________.

( )

1.18.9 Write the plural forms of the nouns.

1. boy ____________.
2. toy ____________.
3. lady ____________.
4. baby ____________.

LEVEL EIGHTEEN

( ) 1.18.10 In the space below, write a letter to a friend or relative. Tell about something that happens at school.

____

____

____

____

( ) ____

____

____

____

____

____

____

____

____

____

LEVEL EIGHTEEN

2. MORPHOLOGY

2.18.1 Write the past tense form of each of these verbs.

Example: run - ran

1. see ____________
2. eat ____________
3. give ____________
4. go ____________

2.18.2 Circle the adjective in each sentence.

Example: The girls are [✓ pretty.]

1. The book is red.
2. The bicycle looks new.
3. The sun is hot.
4. I feel hungry.

LEVEL EIGHTEEN

2.18.3 Circle the noun phrase that serves as the complement.

Example: John is her brother.

1. The president is a man.
2. Mary is my friend.

2.18.4 If the sentence has an adjective, draw a circle around it.

Example: a) The sky is blue.
b) She is upstairs.

1. The boy is hungry.
2. We are outside.
3. Sally is pretty.
4. The poem is long.

LEVEL EIGHTEEN

2.18.5 If the sentence has an adverbial of place, draw a circle around it.

Example: a. We are outside.
b. The box is heavy.

1. She is inside.

2. The cat is hungry.

3. Mother is upstairs.

2.18.6 Use the possessive transformation to write a new sentence by combining sentences a and b into one sentence.

Example: a. Mary has a purse.
b. The purse is small.
c. Mary's purse is small.

1. a. The boy has a dog.
b. The dog is brown.
c. ______________________________.

2. a. Bob has a car.
b. The car is red.
c. ______________________________.

LEVEL EIGHTEEN

2.18.7 Circle the preposition in each phrase below.

1. in the garage
2. under the chair
3. into the store

2.18.8 Uses pronouns with forms of "be" + "ing".*

The teacher will observe child's ability to use "ing" words correctly in constructions using pronouns + "be" + "ing" (you are getting, he is running, I am reading, they are looking, etc.)

LEVEL EIGHTEEN

3. SYNTAX

3.18.1 Forms correct "ask-tell" constructions.

Materials needed: Book with a colored cover.
Teacher says: "Follow these instructions. I will ask you to tell me or ask me something." (Teacher must quote the questions exactly as printed.)

1. a) Teacher points to book, saying: "Ask me what color this is."

   Response: Correct if child answers with a "wh" question. Example: "What color is this?"

   b) Teacher says: "Tell me what you should feed a cat."

   Response: Any logical statement is acceptable.

2. a) Teacher says: "Ask me my last name."

   Response: "What is your last name?" "Tell me your last name."

   b) Teacher says: "Tell me the color of this book."

   Response: Any statement of fact is acceptable.

3. a) Teacher says: "Ask me what to feed a puppy."

   Response: "Wh" question with subject supplied. Example: "What should I feed the puppy?"

   b) Teacher says: "Tell me what to do with ice cream."

   Response: Must supply "you" as the subject-stated or implied. Example: (You) Put it in the refrigerator. (You) Eat it.

LEVEL EIGHTEEN

3.18.2 Write a sentence for each pronoun.

1. we ______________________________

____

2. him ______________________________

____

3. their ______________________________

____

(Score correct if the pronoun is used in the correct word order: subject, object, possessive.)

LEVEL EIGHTEEN

4. SEMANTICS

4.18.1 Dramatizes stories.*

Observe in class. Does student show an understanding of character traits through story dramatization (For example: characters in "The Emperor's New Clothes", "Peter and the Wolf", etc.)

4.18.2 Vocabulary expands from other subject areas.*

Observe in class. Does student use new vocabulary learned in social studies, science, math, etc., when writing or reporting?

4.18.3 Root meaning of words.

Define these words: Example: horseshoe - a shoe for a horse.

sidewalk

woodpecker

airplane

playground

4.18.4 Increases understanding of poetry.*

Observe in class. In the study of poetry and prose does student learn new word meanings through the use of the dictionary, as well as from familiar contexts and analogies?

LEVEL EIGHTEEN

4.18.5 Identifies familiar grammatical structure in poetry and prose.*

Observe in class. Does student identify significant grammatical structures (e.g. noun phrase, verbs in predicate, contractions, subject-verb agreement, etc.) as being related to those structures he has learned to use and describe?

4.18.6 Writes simple reports.*

Observe through regular class assignments. Does student use correct forms of written English grammar, relating to structures being learned in class?

4.18.7 Gives oral book reports.*

Observe in class. Does student use patterns of speech and language in oral reports that generally coincide with the rules of standard English grammar?

KEY TO ABBREVIATIONS IN THE INSTRUCTIONAL MATERIAL INFORMATION LIST

TYPE (Materials)	
AudCrd	Audio Card
AudCas	Audio Cassette
AudTap	Audio Tape Reel
BkProf	Book Professional
BkPupl	Book Pupil
Card	Cards (Flash/Story)
Chart	-----
Ditto/Sten	Ditto Master/Stencil
Equip	Equipment
FS	Filmstrip
FBMat	Flannel Board Material
Game	-----
Guide	-----
Kit	-----
Lesson	-----
Map/Globe	-----
Model	-----
MovLp	Movie Loop
MovRl	Movie Reel
MulMed	Multimedia
Perdcl	Periodical
Pic	Picture
PrMat	Printed Matter
PI NPr	Programmed Instruction (Non-Print)
PI Pr	Programmed Instruction (Print)
Record	-----
Slide	-----
SndFS	Sound Filmstrip
SndSld	Sound Slide
Transp	Transparency
Video	Videotape
WkBk	Work Book
Other	-----

CENTER	
Conf.	Conference
EdGa	Educational Game
FA	Fine Art (Art, Music, Drama)
IndSt	Independent Study
InvEx	Investigation and Exploration
LibRes	Library and Research
Listen	Listening
MotDev	Motor Development
PraSk	Practical Skills
View	Viewing
Write	Writing

MODE

Input
A - Auditory
V - Visual
T - Tactile

Output
V - Verbal
W - Written
G - Gesture

INSTRUCTIONAL MATERIALS
INFORMATION LIST

List as of 9-72

SEQUENCES LANGUAGE

STRAND # 1. PHONOLOGY

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
0	1		Other	Activity - Hold child in lap vocalize with simple lip sounds: i.e. "ma-ma-ma," "ba-ba-ba". Child repeats after teacher.	Conf.	AV		
	2		Other	Water Toys, Squeaky Toys	Conf.	AV/V		
				Child is encouraged to babble	Conf./ Listen	AV/V		
				Bird's Mobile	Conf.	AV/V		
				Musical Toys - Child is encouraged to babble. Use Rhythm patterns	Conf.	AV/VG		
	3		Other	Activity - Hold Child--or have him in front of you. Vocalize sounds, combinations See if child echoes. i.e. "ba-ba" "ma-ma" "pa-pa"	Conf.	AV		
			Other	Activity - Play simple action games with child - Encourage child to echo phrases: Peek-A-Boo, Where's the Baby? Pat-A-Cake, Bye-Bye	Conf.	AV/VG		
			Record	Nursery and Mother Goose Songs	Listen/ Conf.	A/V	Bowmar	
	4		Other	Activity - Use simple toys play with child. Teacher encourages naming of toys and jargon by talking while playing	Conf.	AV/VG		
			Other	Activity - Use simple phrases such as: "Oh, my!" "All gone" with gesture to reinforce child's understanding	Conf.	AV/VG		
			Other	Activity - Sound Play - Teacher uses connected flow of sounds to stimulate child to respond	Conf.	A/V		

INSTRUCTIONAL MATERIALS
INFORMATION LIST

List as of 9-72

SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
0	5		Record	Nursery and Mother Goose Songs	Conf./ Listen	A/V		
			Other	Activity: Through repetition- teacher gives vocal variety (different patterns of intonation) while playing games.	Conf.	AV/VG		
	6		Other	Modeling Play Doh	Conf./ MotDev	V/TG		
			Other	Finger Paints	MotDev/ Write/ Conf.	VT/G		
			Other	Paper & Crayons	Conf./ Write	AV/WG		
	7		BkPupl	The Cat in The Hat. Beg. Bk.	Conf.	AV/G	Random House	P. Eastman
			Other	Activity: Use any simple picture book. Teacher looks at book with the child. Teacher encourages the child to point to or pat pictures by talking about them. ex: "See the baby?" "The boy has new shoes."	Conf.	AV/G		
			BkPupl	ABC Book	Conf.	AV/G	World Pub. Co.	Bruno Munari
			BkPupl	Brian Wildsmith's ABC Book	Conf.	AV/V	Oxford Univ. Press	Brian Wildsmith
1	1		BkPupl	Animal ABC	Conf.	AV/V	McClelland & Stewart	Celestino Piatti
			BkPupl	Nonsense Alphabet Book	Conf.	AV/V	Random House	Edward Lear
			FS	Learning Letter Sounds N,M,P (for older student)	Conf./ View	AV/V	Houghton Mifflin	
			Card	Consonant Cards, M,N,P	Conf.	AV/V	Ideal Co.	
			Transp.	3M Transparencies, Initial consonant Sounds /m/n/p/ 2A-2i. Use with an older student	Conf.	AV/V	3 M Co.	
			BkPupl	Mother Goose Treasury, Poems Mulberry Bush and Hickory, Dickory, Dock	Conf.	AV/V	Coward-McCann	Illust. Rojankovsky
	2		Other	Teacher teaches simple words using actions, gestures & stress & intonational patterns.	Conf.	A/VG		

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
1	2		SndFs	Bowmar Phonoviewer Programs Early Childhood Series #3 - 1,2,3,4,5; Series #4 - 1,2, 3,4,5	Conf./ Listen/ View	AV/V	Bowmar Records	
	3		Record	Nursery and Mother Goose Songs	Conf./ Listen	A/V		
			Other	Paper & Crayons, Observe child as he scribbles.	Conf.	V/W		
			Other	Chalkboard and chalk. Let the Child scribble & draw on the Chalkboard.	Conf./ Write	AV/W		
2	1		BkPupl	Nonsense Alphabet Book	Conf.	AV/V		
			FS	Learning Letter Sounds, M,N, P (for older student)	Conf./ View	AV/V		
			BkPupl	Mother Goose Treasury, Poems Mulberry Bush and Hickory, Dickory, Dock	Conf.	AV/V		
			Transp	3M Transparencies, Initial consonant sounds /m/, /n/, /p/, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i.	Conf.	AV/V		
			Kit	Building Pre-Reading Skills, Kit B-Consonants /n/, /m/, /p/	Conf.	AV/V	Ginn and Co.	Held and Crone
	2		Guide-Kit	Peabody Language Development Level P, Lesson 72 #B-3, 92 #B-3, 116 #A2, 127 #B4, 129 #A2, 145 #A2	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
			Kit-Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V	Univ. of Illinois Press	Kirk, McCarthy, Kirk
	3		Other	Musical Items -(Piano)- have child sing up scale or sing down while teacher plays or sings	Conf.	A/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 48, #3 (for older child functioning at 2 yrs.)	Conf.	AV/V		
	4		Other	Finger Paints. Watch that child keeps paint on the page	Conf./ Write	AVT/W		

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SEQUENCES LANGUAGE

STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
2	4		Other	Chalkboard - Give child chalk; have him make a picture.	Conf./ Write	V/W		
			Other	Paper & Crayons - Watch that child confines scribbling to page only	Conf./ Write	V/W		
			BkProf	Language Motivating Experiences for Young Children, p. 115.	Conf./ Mot Dev	AV/W	Rose Engel, L. A. City Sch.	Rose Engel
			Other	Toys - Snap & Play Building blocks with metal grips.	Conf./ Write IndSt	AV/G		
	5		Kit	Template - Peabody Language Development Level P (Vertical Lines)	Conf./ Write	AV/W		
			Other	Paper, Crayon - Teacher makes dotted line. Child follows dots.	Conf./ Write	AV/W		
	6		Kit	Template - Peabody Language Dev. - Level P (Horizontal Lines)	Conf./ Write	AV/W		
			Other	Paper Pencil - Teacher makes dotted line. Child follows. (Horizontal Line)	Conf./ Write	AV/W		
3	1		FS	Learning Letter Sounds, m,n, p (with older student)	Conf./ View	AV/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 129 #B3, 178 #B1	Conf.	AV/V		
			Card	Consonant Cards -m,n,p	Conf.	AV/V		
			BkPupl	The Best Word Book Ever	Conf.	AV/V	Random House	Richard Scarry
			BkPupl	ABC Book	Conf.	AV/V	Random House	Richard Scarry
			FBMat	Flannel Board, "Beginning Sounds: /n/, /m/, /w/, /p/, /h/	Conf.	AV/V	Instructo	
	2		Kit Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V		
			BkProf	Language Motivating Experiences for Young Children p. 97, Follow the Leader	Conf.	AV/VC		

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INFORMATION LIST

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SEQUENCES LANGUAGE

STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
3	2		Guide-Kit	Peabody Language Development Kit Level Lesson 72 #B3, 92 #B3, 116 #A2, 127 #B4, 129 #A2, 145 #A2	Conf.	AV/V		
			Cards	DLM Association Cards I, II	Listen/ Conf.	A/V	Developmental Learning Materials	
	3		Record	Nursery and Mother Goose Rock-A-Bye Baby, Ba-Ba Black Sheep, ABC Song Is the Same Tune	Conf./ Listen	A/V		
			Kit	Children's World, Special Days, 1 Happy Birthday Music Box	Conf./ Listen	A/V	Holt, Rinehart, Winston	Wettlaufer, [illegible], et al
			Guide-Kit	Peabody Language Development Level P, Lesson 48 #B3	Conf.	A/V		
	4		BkProf	Language Motivating Experiences for Young Children, What Made the Sound? p. 174 What's Going On? p. 175, Around the School Walks, p. 209	Conf.	AV/V		
			BkPupl	The Rain Puddle	Conf.	AV/V	Lothrup, Lee, Shepard	A. Hall
			Bk Pupl	Whistle for the Train	Conf.	AV/V	Doubleday and Co.	Leonard Weisgard
			BkPupl	Listen to My Seashell	Conf.	AV/V	Alfred A. Knopf	Charlotte St[illegible]
			SndFS	Barnyard Family, Story Songs Multimedia	Conf./ Listen/ View	AV/V	Bowmar	
			SndFS	Listen! Series IV	Conf. Listen/ View	AV/V	Bowmar	
			Record	Children's World of Sound	Listen/ Conf.	A/V	Bowmar	
			BkPupl.	The Noisy Book	Conf.	AV/V	Harper and Row	Margaret Brown
			SndFS	Bowmar Phonoviewer Programs Series #3, That's What it is!	Conf./ Listen View	AV/V		
			Record	The Best in Children's Literature, Rhythyms of Nature	Conf./ Listen	A/V	Bowmar	
			AudCas	Classroom Tapes of Ordinary Sounds (piano, water running, etc.) Children identify sounds	Listen/ Conf.	A/V		

SEQUENCES LANGUAGE

STRAND # I. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	[illegible]	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
3	4		Guide-Kit	Peabody Language Development Level P, Records 6,7,8,9,10, Sounds of our Environment	Conf./ Listen	A/V		
			Guide	Teacher's Edition to Readiness Experiences, p. 328, What Makes This Sound? Bank St.	Conf.	A/V	Macmillan Co.	
			AudCas	DLM Auditory Training Familiar Sounds	Listen/ Conf.	A/VG		
	5		Cards	DLM Visual Memory Cards Level III (Vertical Line)	Ind. St.	V/W		
	6		Cards	DLM Visual Memory Cards Level III (Horizontal Line)	Ind.St.	V/W		
			Kit	Template - Peabody Language Level P (Horizontal Line)	Ind.St.	V/W		
	7		Cards	DLM Visual Memory Cards Level III (Circle)	Ind.St.	V/W		
			Kit	Magnetized Shapes - Peabody Language Level P (Circle)	Ind.St.	V/W		
4	1		BkProf	Language Motivating Experiences for Young Children p. 132, What's the Name of the Song?	Conf.	A/V		
			FBMat	First Experiences with Consonants	Conf.	AV/V	Milton Bradley	
			FS	Learning Letter Sounds, B, K	Conf./ View	AV/V		
			Transp	3M Transparencies, Initial Consonant Sounds "B" and Exercises. B-1A, 1B, 1C, F-1J, 1K, 1L, G-1M, 1N, 10, K-1s, 1T	Conf. View	AV/V		
			Kit	Study Center Kit Listening Exp., Lesson #29 Initial Consonant B (L. A. City Schools)	IndSt/ Conf./ Listen/ Write	A/VW	Los Angeles City Schools	
			Kit	Kit B - Consonants, Use pictures for /k/, /f/,/b/, /g/ Ginn	Conf.	AV/V	Ginn and Co.	
			Bkpupl	Alphabet A to Z, Consonants k,g,b	Conf.	AV/V	Follett Pub. Co.	Edith Love

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
4	2		Guide-BkPupl	Sounds Around the Clock, p. 112 "My House."	Conf.	AV/V	California State Series	[illegible]
			AudCas	Listening to Rhymes #2202	Conf./ Listen/ Write/ IndSt	AV/VW		
			Guide-WkBk	On Our Way to Read .... Duplicating Masters, p. 6, 11, 23, 28.	Conf./ IndSt	AV/VW		
	3		Kit-Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 72 #B-3, 92 #B-3, 116 #A-2, 127 #B-4, 129 #A-2, 145 #A-2, 179 #B-4	Conf.	AV/V		
			Cards	D.L.M. Association cards I, II	Listen/ Conf.	A/V		
	4		SndFs	Bowmar Phonoviewer Programs Music Series, Story Songs 1, "Go Tell Aunt Rhody"	Conf./ Listen/ View	AV/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 48 #B-3, 161 #B-3	Conf.	A/V		
			BkProf	Learning Time With Language, Experiences for Young Children p. 27, "Hear and Heard"	Conf.	A/V	Webster Division, McGraw-Hill	[illegible]
			SndFS	Counting Songs. Side 1. "Elephant Song" & Side 2. "Hickory Dickory Dock"	Conf./ Listen/ View	AV/V	Bowmar	
			Record	Children's Hour of 28 Nursery Rhymes & Play Songs, "Happy Birthday," "Three Blind Mice"	Conf./ Listen	A/V	Today's Record	
			Record	Making Music Your Own, Record 1-Side 1, Kindergarten "Happy Birthday"	Conf./ Listen	AV	Silver, Burdett & Co.	
			Record	Nursery and Mother Goose Songs	Conf./ Listen	A/V		
	5		Kit	Readiness in Language Arts, BRL, pictures #6,7,22,23,25,27 28.	Conf.	AV/V		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
4	5		Card	Introducing English, Part 1. Lessons 10, 11, 12, 17, 2, 1	Conf.	AV/V	Houghton-Mifflin Co.	Louise Lancaster
			BkProf	Learning Time with Language, Experiences for Young Children p. 19-20, Drum Signals, For Your Friends.	Conf.	AV/VG		
	6		Kit	Try Task Kit I, Entire Sequence, Copies lines (Oblique line)	Ind.St/ Write	V/W	Noble and Noble	Monolakes, Williams, et al
			Cards	DLM-Same or Different Size-P176. (Oblique Lines)	IndSt Write	V/W		
	7		Kit	Try Task Kit I, Entire Sequence, Copies lines	IndSt Write	VT/W		
			Other	Ditto Master & Pencil commercially prepared or teacher made, Bradleys 100 Polyethylene Bags, Stock #912 DS Single seal size 9"x12", + linto black wax marking pencils.	Write/ Conf.	V/W		
	8		Guide-Kit	Peabody Language Development Level P, Lesson 13 #A-1 & 2	Conf.	AVT/VW		
			Other	Visual Motor Perception, Lego, Teaching Materials	IndSt/ Conf.	AV/G	Teaching Resources, Inc	
			AudCas	Orientation to Shapes #2007	Conf./ Listen/ Write	AV/VW		
			Record	Susan Sings Songs, Side A Band 6, from Sesame Street	Conf./ Listen/ Write	A/G	Scepter Records	
			Kit	Try Task Kit 1, Entire Sequence, Draws forms	IndSt	VT/W		
			Kit	Readiness in Language Arts BRL p. 20, card #13	IndSt/ Conf./ Write	AV/VW		
			Guide WkBk	On Our Way to Read & Duplicating Masters, p.2	Conf./ IndSt/ Write/ MotDev	AV/VW		
5	1		Guide	Teacher's Edition to Readiness Experiences, p. 29 "Additional Language Activities-#1" (Bank Street)	Conf.	A/V		

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
5	1		FS	Learning Letter Sounds, D, Y	Conf./ View	V/V		–
			Game	Cardboard Matchups, Picture Alphabet	Conf./ EdGa	AV/VG	Playskool	
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series; Set 3, Initial Consonants, Simple phonograms	Conf./ Listen	AV/V	Electronic Futures Inc.	
			Ditto/ Sten - Record	Listen and Do (Teacher's Guide) Duplicating Masters d, y	Conf./ Listen/ IndSt	AV/VW	Houghton-Mifflin Co.	
			FS	Consonant Sounds Visualized Initial Consonants-Final Consonants d,y,k,f,b,g,n,m, w,p.h.	Listen/ View	AV/V	Houghton-Mifflin Co.	
			Card	Consonant Cards, d,y,k,f,b, g,n,m,w,p,h.	Conf.	AV/VG		
			Kit	Building Pre-Reading Skills Kit B - Consonants: d,y,k,f, b,g,n,m,w,p,h.	Conf.	AV/V		
	2		Kit - Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V		
			Guide-Kit	Peabody Language Development Level P, Lesson 72B, 92B, 116 A-2, 127 B-4, 129 A-2, 145 A-2, 179 B-4	Conf.	AV/V		
			Cards	D L M Association, I, II	Conf.	A/V		
	3		BkPupl	Sounds of Numbers, p. 58 - "Who is tapping at my window?"	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Guide Kit	Children's World, Special Days. 2 puppets (rabbit & chicken) Teacher makes puppet tap.	Conf.	AV/G		
			Guide BkProf	Bank Street Teacher's Guide to Readiness Experiences, p. 328 - "Pencil Tapping"	Conf.	A/G	Macmillan	
			Guide-Kit	Peabody Language Development Level P, Lesson 46B, 117 B-4, 162 B-4.	Conf.	A/V		

[illegible]

[illegible] LANGUAGE

STRAND # 1. PHONOLOGY

[illegible]	[illegible]	e	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
5	4		Guide-Kid	Peabody Language Development Level P, Lesson 11 #A2, B3; Lesson 39 #B4	Conf.	A/V		
	5		Record	The Square Song - Sesame St. Side 2, band 1	Conf./ Listen	AV/VG		
			Kit	Beginning Science Materials; Shapes and Colors. Triangles & Squares. Kit 1.	Conf.	VT/W	Holt, Rinehart, Winston	
			Other	Toys - Various: Magnetic Basic Forms Board.	Conf./ Write	AVT/W		
			BkProf	Language Motivating Experiences for Young Children, Sorting Geometric Figures, p. 154; Tactile Sorting, p.156.				
			Guide-Kit	Peabody Language Development Level P, lesson 13 #A1 & 2, 15 #A-7, 19 #A1 & 2, 23 #A-1, 28 #A-1, 54 #A-1.	Conf.	AV/V		
			Kit	Readiness in Language Arts, Enrichment materials, Lesson 4, cards 21-27	Conf./ Write	AV/VG		
			Record	Susan Sings Songs, Sesame St. Side B, Band 4 - The Square Song	Conf./ Listen/ Write	AV/VG		
			Other	Visual Motor Perception, Teaching Materials, Form Fitter	Conf./ Write	AV/W	Teaching Resources, Inc.	
	6		WkBk	Frostig Vis. Percep., Beg. Level P. 73	Conf./ IndSt	V/W	Follett Publishing Co.	Marianne Frostig [illegible]
			WkBk	Dubnoff Prog. 1 Lev. 1 C1-7	Conf./ IndSt	V/W	Teaching Resources	Zelie Dubnoff [illegible]
6	1		Card	Phonics Box - Beginning consonants d,y,l,t,r,dj,ch,k,f, b,g,n,m,w,p,h.	Conf.	AV/VW	Los Angeles City Schools	
			Games	Dolch Games, Consonant Lotto, Educational Game	Conf.	V/V	Garrard Publishing Co.	Edward Dolch
			Record	Learning Basic Skills Thru Music, "Marching Around the Alphabet," Side 1. Band 5	Conf./ Listen/ Mot/Dev	AV/VG	Children's Music Center, 5373 West Pico Blvd. Los Angeles, CA 90019	[illegible]

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	I	SOURCE	[illegible]
6	1		AudCrd	EFI Audio Flashcard, Patterns in Phonic Series; Set 3, Initial Consonants, Simple phonograms	Listen	AV/V			
			Record	Susan Sings Songs, Sesame St. Side A, Band 1 - ABC Song	Conf./ Listen/ Write	AV/VG			
			Kit	Kit B - Consonants; Building Pre-Reading Skills. Pictures for /d/, /y/, /L/, /1-blend/, /ng/, /t/, /r/, /r-blend/. /dj/, /ch/. (Ginn)	Conf.	AV/V		Ginn & Co.	
			FS	Learning Letter Sounds; /k, m,n,p,d,y,t,r,b/	Conf./ View	AV/VG		Houghton-Mifflin	
			FS	Consonant Sounds Visualized, Blends and Initial Consonants	Conf./ View	AV/VG		Houghton-Mifflin	
			FS	Consonant Sounds Visualized, Initial Consonants & Final Consonants	Conf./ View	AV/V		Houghton-Mifflin	
			AudCas	Audio Cassette; Initial & Final Consonants #2726	Conf./ Listen	AV/V			
			Record	"Jig Along Home"	Conf./ Listen	A/V		Decca Records	
			Card	Ideal Consonant Blends	Conf.	AV/V		Ideal Company	
			Game	Education Cards, ABC Lotto	Conf.	AV/VG		Edu. Cards Mfg. Corp.	
			Card	Consonant Cards	Conf.	AV/V			
			Transp	3 M Transparencies, Initial consonant sounds & exercises - all sounds. 1A-2Y. Review of consonant blends r, 1.	Conf./ View	AV/V			
			Record	Young People Records - "All Aboard," Band 1 - Train to the Zoo-Zoo Train; Band 2 - Train to the Farm - Train Song	Conf./ Listen	AV/G			
			FS	SVE Basic Primary Phonics, Group 11, "L + R" blends. Group 1, Initial Consonant Sounds - Practice + Review	Conf./ View	AV/V		Society for Visual Edu.	

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	ave	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
6	1		Cards	D L M Association cards -I, II consonants d,y	Conf./ Listen	AV/V		
	2		Guide-Kit	Peabody Language Development Level P, Lesson 72B, 92B, 110 A-2, 127 B-4, 129 A-2, 145 A-2, 179 B-4	Conf.	AV/V		
			Kit-Record	ITPA Testing Kit, Record on sound blending for teacher reference	Conf.	A/V		
			Guide-Kit	Readiness Enrichment Materials, (Sullivan), Teacher's Enrichment Activity Guide; lesson 43 p. 26 Blending Sounds.	Conf.	AV/V	Sullivan Associates	Cynthia Buchanan
			Cards	D L M Association cards I, II	Conf./ Listen	AV/V		
	3		Guide-Kit	Peabody Language Development Level P, Xylophone - Use to develop pitch discrimination Lesson 37 B.	Conf.	A/V		
			Card	Tell Again Story Cards, The Three Bears, Story Level I, pitch diff.	Conf./ Listen/ View	AV/V		
			Other	Musical Toys - Piano-Use to develop discrimination of Pitch; Musical Toys - Pitch pipe - Used to develop discrimination of pitch; Musical Toys - Sound Bells - Used to develop discrimination of pitch.	Conf./ Listen	A/V		
			Record	"Singing Games" for Primary Grades (RCA)	Conf./ Listen	A/V	RCA	
			BkProf	Language Motivating Experiences for Young Children, Auditory Discrimination, p. 157; Big Bang, Little Bang, p. 158; Big Gray Pussy Cat, p. 159.	Conf.	AV/V		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	ADDITIONAL INFORMATION
6	4		Guide-Kit	Peabody Language Development Level P, Lesson 157 #33; Lesson 158 #83	Conf.	A/V		
	5		Card	Letter Cards.	Conf./ Write	AV/W		
			AudCas	Tracing Letters, I, II Minisystems	Conf./ Write/ Listen	AV/W	Learning Systems Corp.	
			BkProf	Language Motivating Experiences for Young Children, Cotton & Tongs Game, p. 91	Conf.	AV/WG		
			Other	Dot - to - Dot; teacher prepares or uses simple dot-to-dot pictures. Child's coordination in following dots & child's grip of pencil.	Conf./ Write	AV/W		
			Other	Alphabet and Number Card; small individual alphabet & number cards. STK. #207190	Conf./ Write	AV/W	Los Angeles City Schools	
	6		Kit	Developing Number Experiences Kit A. L. A. City Schools	Conf./ Write	AV/W		
			Other	Ditto Master & Pencil commercially prepared or teacher made, Bradleys 100 Polyethylene Bags, Stock #912 DS Single seal size 9"x12", + listo black wax marking pencils.	Conf./ Write	V/W	Milton Bradley	
			Guide-Kit	Peabody Language Development Level P, Magnetic shapes from Level P. Use to trace.	Conf./ Write	AVT/VW		
			Other	Visual Motor Perception, Assoc. Cards	Conf./ Write	AV/W	Teaching Resources, Inc.	
			Other	Visual Motor Perception, Small Forms Puzzles	Conf./ Write	AV/W		
	7		Kit	Attribute Games & Problems, A Blocks	Conf./ Write	AV/W	Webster Division,McGraw-Hil	
			AudCrd	EFI Audio Flashcard, Patterns In Phonic Series; Set #7, Likeness & Differences 1	Conf./ Listen/ View	AV/V		

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
6	7		BkProf	Language Motivating Experiences for Young Children Shapes, p. 189	Conf.	AV/V		
			Game	Lotto; Learning Shapes Lotto	Conf.	AV/VG	Lyons & Carnahan	
			Other	Visual Motor Perception, Association of Cards Triangle	Conf./ Write	V/W	Teaching Resources, Inc.	
			Other	Visual Motor Perception, Form Fitter Triangle	Conf./ Write	AV/W		
			FBMat	Flannel Board Felt Shapes Triangle	Conf./ Write	AV/W		
			Guide-Kit	Peabody Language Development Level P, Lesson 13A,19A,28A, 34A.	Conf.	AV/V		
			Kit	Beginning Science Materials; Shapes & Colors, Triangles & Squares, Kit 1.	Conf./ Write	AV/W		
			Other	Ditto Master & Pencil commercially prepared or teacher made, Bradleys 100 Polyethylene Bags, Stock #912 DS Single seal size 9"x12", + listo black wax marking pencils.	Conf./ Write	V/W		
			Kit	Developing Number Experiences Kit A.	Conf./ Write	AV/W	Educational Dev. Corp.	Lucas & [illegible]
			Kit	Try Task Kit 1, Triangle, Entire Sequence	IndSt	VT/W		
	8		Cards	D L M Same or Different Size (Oblique lines)	IndSt/ Write	V/W		
			Cards .	D L M Visual Memory cards, Level III, P. 182, #23,30,37, 40,42,46,50,54,56,60	IndSt/ Write	V/W		
	9		Guide-Kit	Peabody Language Development Level P - Magnetic Geometric Forms	IndSt/ Write	V/W		
			Cards	D L M Visual Memory Cards -Level III (Horizontal, Vertical, Oblique lines)	Conf./ IndSt/ Write	V/W		
			WkBk	Frostig Vis. Percep. Beg. Lev. P. 72-73	Conf. IndSt	V/W		
			WkBk	Debnoff Prog. 1 Lev. 1, C-15-20	Conf./ IndSt	V/W		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	10		Other	Ditto Master & Pencil commercially prepared or teacher made, Bradleys 100 Polyethylene Bags, Stock #912 DS Single seal size 9"x12", + listo black wax marking pencils.	Conf./ Write	V/W		
			Other	Alphabet and Number Cards Stk #207190; teacher puts child's name on card; child copies	Conf./ Write	AV/W		
7	1		Guide-Kit	Peabody Language Development, Level P, Lesson 145, P. 290 #A-2, (Sound Blending)	Conf.	A/V		
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series; Sound Blending	IndSt	AV/V		
			BkProf	Language Motivating Experiences for Young Children, Sound Blending, P. 97	Conf.	A/V		
			SndFS	Music Series/Counting Songs, Nick Nack #350	Conf./ Listen View	AV/V	Bowmar: Phonoviewer Records	
	2		WkBk	Ginn Elementary English I-1 Teacher's guide; p.m 37- Alphabet Wall Cards	Conf.	AV/VG	Ginn & Co.	Reid & Crane
			Game	Dolch Games; What the Letters Say,	Conf.	AV/V		
			BkProf-Guide	Bank Street Teacher's Guide to Readiness Experiences, P. 325, "Learning Letter Forms"	Conf./ IndSt	AV/VW/ V/W		
			Record	The Square Song - Sesame St. The Alphabet Song, Side 1, band 4	Conf./ Listen	AV/VG		
			AudCas	Minisystems - Discriminating Letters of Alphabet-#2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2028, 2029, 2030, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2041, 2042, 2043, 2044, 2045, 2060.	Listen	AV/VW		

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
7	3		AudCrd	EFI Audio Flashcard, Patterns in Phonic Series, Set #3 - Nursery Rhymes: Rhymes, Rhyming Words	IndSt	AV/V		
			SndFS	Music Series/Story Songs II, "Billy Boy" - "Hush, Little Baby"	Conf./ Listen/ View	AV/V	Bowmar: Phonoviewer Programs	
			Game-Kit	Fun with Rhymes, Activity Kit	EdGa	A/G	Ideal Co.	
			FS	Eye Gate Filmstrips, Rhyming Words.	Listen/ View	AV/V	Eye Gate	
			Kit-(Record) (Ditto/ Sten)	Listening Experience - Study Center. Lesson 22 - Poetry Rhyming & Non-Rhyming	Listen	A/V	Los Angeles City Schools	
			Guide	Around the Corner, Teacher's Edition Text, T77, T91, T115, T152, T158, T178	Conf.	AV/VG	Harper and Row	O'Donnell, Van Roekel
			Ditto/ Sten	Rhyming, Levels 1 & 2	IndSt	V/ W or Oral	Continental Press	
			Guide-Kit	Peabody - Language Development - Level 1, Lesson 86 #1 p.106; Lesson 95 #2 P. 115 Lesson 98 #2, P.118; Lesson 118 #3, P.145.	Conf.	A/V	American Guidance Service	Dunn, Horton, Smith
			FS	Basic Primary Phonics, Rhyming words & final consonants + sounds.	Listen	AV/V		
			FBMat	Pictures that Rhyme	Conf.	AV/V	Milton Bradley	
			BkProf	Language Motivating Experiences for Young Children, P. 166, 229 Rhyming	Conf.	AVT/V		
			Guide-BkProf	Bank Street Teacher's Guide to Readiness Experiences, P. 329, 330 "Rhyming Activities"	Conf./ FA	A/V/ A/G		
			Guide-Kit	Peabody - Level P. Lesson 133 #3, P. 262	Conf.	A/V		
	4		AudCas	Minisystems Matching Letters-Like Pairs, #2024, 2025, 2021, 2023, 2026, 2027.	Listen	AV/G	Learning Systems, Inc.	

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
7	4		Kit Card	Try Kit, Task 1,2,3 - Task 3 Letter Cards	IndSt Conf./ IndSt	VT/G AVT/VG	Noble and Noble, Inc.	Manolakes, et al
	5		FBMat	Flannel Board, Alphabet: Lower Case Manuscript; Lower Case Letters	View	V/W		
			WkBk	Basic Goals In Spelling Book 1, Sequence A. pp. 111-112	IndSt	V/W	California State Series	Kottmeyer & Claus
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series. Set #2	IndSt	AV/V		
			MulMed-Guide	Bank Street Teacher's Guide to Readiness, P. 326, "Matching Upper-Lower Case Letters" (Recognition) P. 326, "Seeing Differences in Letters" (Recognition)	Conf.	AV/VG		
			Guide-WkBk	Ginn Elementary English 1-1, pp. 4,6,8,10,11,12,17,19,20, 22,23,25-29, "Learning to Make Letters"	Conf.	AV/VW		
			Record	Learning Basic Skills Through Music - Record, Vol. 1 "The Alphabet" Side 1, Band 5 (Hap Palmer)	Conf./ Listen/ MotDev	AV/VG		
			AudCas	Minisystems, Listening Seeing, Writing, Level B.	Listen	A/W	Learning Systems Corp.	
	6		Record	Learning Basic Skills Through Music - Record, Vol. 1 "The Alphabet" Side 1, Band 5 (Hap Palmer)	Conf./ Listen/ MotDev	AV/VG		
			Guide-MulMed	Bank Street Teacher's Guide to Readiness, P. 326, "Matching Upper-Lower Case Letters" (Recognition)	Conf.	AV/VG		
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series, Capital Letters, Set #1	IndSt	AV/V		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
7	6		FBMat	Instructo Flannel Board Capitals; Alphabet Capitals - Instructo Flannel Board Aids	View	V/W		
			AudCas	Minisystems Listening, Seeing, Writing	Listen	AV/W	Electronics Future, Inc.	Learning Systems, In
			Guide	Bank Street Teacher's Guide to Readiness, "Seeing Differences in Letters (recognition) p.325	Conf.	AV/VG		
	7		Guide	Bank Street Teacher's Guide to Readiness, P.28 & 36, "Developing Reading Skills" & "Developing Reading Skills #1" P.29, "Additional Language Activities #3" P.37, "Additional Language Activities #1"	Conf. Conf. IndSt	AV/V AV/G A/W		
			Guide-WkBk	Ginn Elementary English 1-1 Teacher's Guide, pp. 1,34,39 M34-35	Conf. Write	AV/W		
			Kit	Try Kit, Task 1,2,3; Task 3	IndSt	V/W		
8	1		Chart	Initial & Final Consonants Charts-A, Phonics charts in Boxes (Ideal)	Conf.	AV/V	Ideal Co.	
			AudCrd	EFI card to accompany Roberts English Series, 1st Book, pp. 2-13, 20-25, 36-48, 50-57	IndSt	AV/V	Electronics Future, Inc.	
			Game	Phonics We Use Learning Game #1 Old Itch, #2 Spin a Sound	Conf.	AV/VG	Lyons & Carnahan, Inc.	
			Ditto/Sten (Record)	Listen and Do (Teacher Guide) Lessons 1-25, 31-32.	Conf.	AV/VW	Houghton-Mifflin Co.	
				Listen and Do (Teacher Guide) Records 1-4, 5-8, 9-12, 13-16, to be used with Ditto Master #1-32	Conf./Listen	A/V		
			Guide	Bank Street Teacher's Guide, Around the City, pp. 227,228, "Visual Recognition of Initial Consonants," #1, 2, 3, 4	Conf.	AV/V	Macmillan	
			BkPupl	Better Handwriting for You, workbook #1	Conf.	AV/VWG	Noble and Noble	Noble

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ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
8	1		Transp	Milliken Transparency Dup. Books, Phonics development, Grade I.	Conf.	AV/V	Milliken	
			Transp	3 M Transparencies, Phonics - 1-A through 1-T, 2A-2Y, 3A-3I	Conf.	AV/VW		
				Printed Originals for Making Overhead Projection Transparencies. Phonics #1, 2, 3.	Conf.	AV/V		
			Card	Phonics Box - Beginning Consonants - L.A. City Schools)	Conf.	AV/V		
			Kit	Building Pre-Reading Skills, (Ginn) Kit B - Consonants; Set 2, Lesson 1-6; Set 3-lesson 3-6, P. 55-63; Set 4-lesson 1-6; Set 5-lesson 1-6; Set 6, lesson 1-6.	Conf.	AV/V		
			FS	Consonants & Sounds Visualized Initial Consonants (Houghton-Mifflin)	Conf.	AV/V		
			FS	SVE Basic Primary Phonics, GROUP I	Conf.	AV/V		
			Ditto/ Sten	Likenesses & Differences, (Continental Press) Level 2,	IndSt	AV/VG		
				Beginning Sounds, Level 1.	Conf.	AV/VW		
			AudCrd	EFI Audio Flashcard, Patterns in Phonic Series, Initial Consonants, simple phonograms	IndSt	AV/V		
			Card	Consonants & Blends (ideal)	Conf.	AV/V		
			Guide	Roberts English Series-Book 1 P. 2-13, P. 20-25, P. 36-48, P. 50-57, use EFI cards to accompany series	Conf.	AV/VW	Harcourt Brace Jovanovich, Inc.	Paul Roberts
			Game	Dolch Games: "Take," "Consonant Lotto"	Conf.	AV/VG		
			WkBk	Basic Goals in Spelling, Book 1, Sequence A., Lessons 8, 9, 10, 11 P. 52	IndSt	V/WV		
			FBMat	Toy chest of beginning sounds 34 (Instructo)	Conf.	AV/V	Instructo Co.	

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
8	1		FS	Eye Gate Filmstrips, beginning consonants 1 (A-L) II (M-2)	Conf./ View	AV/V		
			Game-WkBk	Ginn Elementary English I-1 Teacher's guide, P. M47 #9, P. M50-Pictures to illustrate consonants; P. M49 - Language games: Show the Letter, My Big Basket	Conf.	AV/VG		
			Cards	Ideal Magic Cards - 272-3 Blends and Digraphs	IndSt	V/W		
	2		BkProf	Language Motivating Experiences for Young Children; P. 204 Story Time	Conf.	A/V		
			Guide-Kit	Peabody Language Development - Level P, Record 9, Side A, "Sounds of People"	Listen	A/V		
	3		Transp	3M Transparencies, Review of Final Consonant sounds, 6D, 6E, 6F, 6G, 6H, 6I; 5EE, 6Y.	Conf.	V/V		
			FS	Consonant & Sounds Visualized Final Consonants (Houghton-Mifflin)	Conf.	AV/V		
			Ditto/ Sten	Seeing Likeness & Differences Level 2	IndSt	AV/W		
			FS	Eye Gate Filmstrips, Final Sounds	Conf.	AV/V		
			Card	Ideal Consonant Cards for peg board	Conf.	AV/V		
			Guide	Bank Street Teacher's Guide, Uptown, Downtown; P. 111, "Word Analysis" #1, 2, 3, 4.	Conf.	A/VG	Macmillan Co.	
				pp. 130, 131 "Word Analysis" #1, 2, 3, 4.	Conf.	AV/V		
				pp. 195, 196, "Word Analysis" #1, 2, 3, 4, 5.	Conf.	AV/VG		
			Kit	Durrell-Murphy Phonics Practice Program, Lesson #27 m & d, #28 f & g, #29 b & l, #30 review.	IndSt	AV/WV	Harcourt Brace Jovanovich, Inc.	Durrell-Murphy
			AudCas	Initial & Final Consonants #2726 (Ideal)	Listen IndSt	A/VW	Ideal Co.	

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
8	3		Kit	Speech to Print Phonics, Lesson 1-26	Conf.	AV/VW	Harcourt, Brace, Jovanovich	Durrell-Murphy
			Chart	Initial & Final Consonants Charts - A, Phonics charts in boxes (Ideal)	Conf.	AV/V		
			Game	Phonics We Use Learning Game, #3 Bingo-Bang (Final consonant sounds & symbols). #6 Digraph Hopscotch.	Conf./ IndSt	AV/VG	Lyons & Carnahan, Inc.	
	4		AudCrd	EFI cards to accompany Roberts English Series 1st Book, pp. 14-19, 26-33, 72-92	IndSt	AV/V		
			Kit	Durrell-Murphy Phonics Practice Program, Short vowels 55-67, Long vowels 68-76, Other 77-81	IndSt	AV/VW	Harcourt, Brace, Jovanovich	Durrell-Murphy
			Card	Ideal Vowel Picture Cards; Sets #1, 2, 3	Conf.	AV/V	Ideal Co.	
			Card	Ideal Magic Cards; 1 setVowels	Conf.	AV/V	Ideal Co.	
			AudCas	Ideal Vowel Tape #2746	Listen	A/V	Ideal Co.	
			Kit	Speech to Print Phonics, Lessons #36 Short a, #37 Short e, #38 Review a & e, #39 Short i, #40 Short o, #41 Review i & o, #42 Short u, #43 Review short vowel; sounds #44 Long a, #45 Long i, #46 Long o, #47 Review a, i, o.	Conf.	AV/V	Harcourt, Brace, Jovanovich	Durrell-Murphy
			Chart	Ideal Vowel Charts-C, Phonics charts in boxes	Conf.	AV/V		
			Game	Phonics We Use Learning Game #5 Vowel dominoes, #9 Full House (vowels)-vowel digraphs & diphthongs	Conf.	AV/VG		
			Transp	3 M Transparencies, Printed Originals for making Overhead Projection Transparencies. Phonics #4, 5, 8.	Conf.	AV/V		
				Long A - Short A, 4A-4F, 4G, 4L, 4M-4P, 4Q-4T, 4U-4X, 4Y-4BB, 5Z, 6T; Review of Vowel Sounds. 6.1 - 6.0	Conf.	V/V		

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STRAND # 1. PHONOLOGY

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
8	4		Game	Dolch Games, Vowel Lotto	Conf.	AV/VG		
			Guide-AudioCards	Roberts English Series, Book 1, Vowels: P.14 19, P.26-33, P.72-92 EFI Audio cards to accompany.	Conf.	AV/V		
	5		FBMat	Instructo Fun with Rhymes	Conf.	AV/V	Instructo Co.	
			Guide	Roberts English Series, Book ', P. 74, P. 77, P. 81, P. 85	IndSt	AV/W		
			AudCas	Minisystems Listening to Rhymes #2002, Rhyming Words with Pictures #2004, Rhyming Words with Pictures (2) #2005, Rhyming Review #2006	Listen	AV/W	Electronics Futures Inc.	
			WkBk	Ginn Elementary English I-1 teacher's guide; P. M50 Lang. Games: Rhyming words	Write	AV/VW		
			Guide	Bank Street, Teacher's Guide to Around the City; P. 27, "Word Analysis" #3; P. 151, "Word Analysis" #2;	Conf.	AV/W	Macmillan	
					Conf./	V/V		
					IndSt	V/W		
				PP. 233,234, "Rhyme Perception #1, 2;	Conf.	A/V		
				P. 35, "Word Analysis" #4	Conf.	AV/VG		
			Guide--Kit	Peabody Language Development - Level P; Lesson 120 (P. 234) #B-3; lesson 130 (P. 256) #B-3; Lesson 133 (P. 262) #B-3; Lesson 117 (P. 229) #B-4 130 #3 (P. 257); 137 #3 (P.272)	Conf.	A/V		
			Guide-Kit	Peabody Language Development - Level 1; Lesson 96 #3 (P. 118); Lesson 95 #2 (P. 115); Lesson 104 #2 P. 125; (Lesson 2 #3 P. 3; Lesson 79 #2 P. 96)	Conf.	A/V		

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STRAND # 1. PHONOLOGY

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	NOTES
8	6		Guide	Bank Street, Teacher's Guide to Readiness Experiences, P. 328, "Who Am I?"	Conf.	TA/V	Macmillan Co.	
				P. 328, "Guess the Sound"	Conf.	A/V		
				P. 328, "Pencil Topping"	Conf.	A/G		
				P. 328, "Repeat this Sound"	Conf.	A/V		
			Guide-Kit	Peabody Language Development, Level 1; Lesson 4 #3, P. 6	Conf.	A/G		
			BkProf	Language Motivating Experiences for Young Children; P. 97 Auditory Imitation - Clapping; P. 165 "Echo" game	Conf.	AT/G		
			Guide-Kit	Peabody Language Development, Level P, Lesson 162 P. 328 #B-4	Conf.	A/G		
			Guide-WkBk	Ginn Elementary English 1-1 Teacher's Guide; language games, Clapping hands	Conf.	A/G		
	7		Chart	Take child to stage 1 of Reading Readiness #61368 (Sullivan)	IndSt	V/W	Webster Division, McGraw-Hill	
			Guide-WkBk	Ginn Elementary English I-1 Teacher's guide P. M13, M14	Write	AV/VW		
			Guide	Roberts English Series, Book 1, P. 58, P. 61, P. 64, P. 67, pp. 70-71, P. 78	IndSt	V/W		
			Guide - WkBk	Ginn Elementary English I-2 P. 46, 47	Conf.	AV/VW		
	8		BkPupl	Better Handwriting for You, Workbook #1	IndSt	V/W		
			Guide.	Bank Street, Teacher's Guide to Readiness Experiences, P. 112, "Additional Language Activities #2"	Write	V/W		
			WkBk	Ginn Elementary English I-1 Teacher's Guide, P. 1	Write	V/W		
	9		WkBk	Ginn Elementary English I-1, Teacher's Guide, P. 31 Name, P. 33, 40 Initial, P. 55 M24 "I"	Write	V/W		

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8	9		WkBk	Basic Goals in Spelling, Book 1, Sequence A, pp. 67, 83	IndSt	V/W		
9	1		BkProf	Learning Time With Language; Experiences for Young Children P. 59-64.	Conf.	A/V	Webster Division, McGraw-Hill	Louise Binder Scott, [illegible]
			FS	SVE, Basic Primary Phonics, Group II-L & W Blends, R Blends	Conf.	AV/V		
			Card	Ideal, Consonant/Blends	Conf.	AV/V	Ideal Co.	
			Card	Consonant Cards	Conf.	AV/V		
			FS	Elkins Visual Text, "The Story of /NG/"	View	V/V	Richard Mfg. Co., Van Nuys, Calif.	Elkins
			Transp	3M Transparencies, Review of consonant blends BR, TR, FL, SL, CR, DR, CL, PL; consonant combinations /ch/ & exercises	View	V/V		
			SndFS	Music Series/Story Songs II, "Sheep Shearing" (for final /r/ sound)	Conf./ Listen/ View	AV/V	Coumar: Phonoviewer Programs	
			BkProf	Talking Time, sound /ng/	Conf.	A/V	Webster Div.,McGraw-Hill	Louise Binder Scott
			Kit	Speech-to-Print Phonics; lesson # 4/t/, #13 /L/, #12 /r/, #31 final /r/, #29 final /L/, #17i /dz/, #21, ch, 1, f, #25 r blends, #26 1 blends	Conf.	AV/VG	Harcourt,Brace,Jovanovich	Durrell-Murphy
			Guide	Roberts English Series, Book 1 (CH) P. 94-97, (R) pp. 42-43, (L) pp. 44-45, 46-47, (J) P.99	Conf.	AV/VW		
			AudCrd	EFI cards to accompany Roberts English Series 1st Book, L. Blends Sec. E-E1-E20 (Br, Cl, Dr, Fl) Sec. F-F1-F32 (Gl, Gr, Pl) CH-Set 5, Sec. C-C1-C13 P. 94-97	Listen	A/V		
	2		Guide	Roberts English Series, Book 1 pp. 47, 48, 49,	IndSt	V/W		
			Card	Sullivan Pre-Reading Alphabet Cards, #62356 & 62354. Teacher calls out letter, child holds up card	Conf.	A/VG	Webster Division, McGraw-Hill	Cynthia [illegible]

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
9	3		Guide-Kit	Peabody Language Development - Level 1, Lesson 169 #3, P. 212	Conf.	A/V		
			Guide-WkBk	Ginn Elementary English 1-1 Teacher's guide, pp. 29, 30; P. 37 Word Games, Letter Sequence, Count Down, What Is It?	Conf.	AV/VW		
			Record	Susan Sings Songs, Sesame St. Side A., Band 1-ABC Song	Conf./ Listen	A/V	Scepter Records	
			Guide	Roberts English Series, Book 1 P. 120 Alphabetizing	IndSt	AV/W	Harcourt Brace Jovanovich	Paul Roberts
			WkBk	Basic Goals in Spelling, Book 1, Sequence A; P. 111-112	Conf./ IndSt	AV/VW		
			BkPupl	Around the Corner; T 219	Conf.	AV/VW		
			Record	The Sesame Street, Side 1, Band 2 "ABC-DEF-GHI"	Conf./ Listen	A/V		
			Kit-(Record Ditto/ Sten)	Listening Experience - Study Center, lesson 38, Alphabetization; Lesson 37, Filmstrip (L. A. City Schools)	Listen	AV/VW		
			Kit	Try Kit, Task 1, 2, 3; Task 3 Trays & Letters in Alphabetical order	IndSt	V/G		
			Guide	Bank Street - Teacher's Guide to Around the City, p. 91 "Word Analysis" 1, 2;	Conf.	AV/VG		
				p. 92 "Additional Activities" #1	IndSt	A/G		
			Guide-WkBk	Ginn Elementary English, 1-2 pp. 23-28 Arranging words in 1,23-28, 51-63, M21 Establishing concept of 3,13, 24-26, 56-63, Reviewing, 58 using for card file	Conf.	AV/VW		
			AudCrd	EFI Audio Flashcard Patterns in Phonic Series, Set #2, alphabetical order	IndSt	AV/V		
			Cards	D L M Constancy Cards Use cards to spell alphabetical list of words	Conf./ IndSt	AV/VG	Developmental Learning Material	

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	I	SOURCE	AUTHOR
9	4		WkBk	Basic Goals in Spelling, Book 1, Sequence A; pp. 69, 78, 108, 109	IndSt	V/W		California State Series	Kottmeyer & Claus
			Guide-WkBk	Ginn Elementary English I-2, written words, P. 6,13,17,23, 24,25.	Conf./ IndSt	AV/VW			
	5		WkBk	Dubnoff Prog. 1, Level 1, A-1	Conf./ IndSt	V/W		Teaching Resources	Dubnoff, Chambers, Schaefer
			WkBk	Dubnoff Prog. 1, Level 2, A, B 17-18	Conf./ IndSt	V/W			
10	1		Guide	Bank Street, Teacher's Guide to Green Light Co, P. 127,191. "Word Analysis" #2, 3.	Conf.	AV/V			
			FS	Basic Primary Phonics, Group III, long vowel sounds, short vowel sounds	Conf.	AV/V			
			FS	Elkins Visual Text, Long vowels, Short vowels	View	AV/V			
			FS	Eye Gate Filmstrips, Short vowels, Long vowels	Conf.	AV/V			
			FS	Vowel Sounds Visualized, Short vowels - Long vowels	Conf.	AV/V		Houghton-Mifflin Co.	
			Game	Dolch Games, Vowel Lotto	Conf./ IndSt	AV/VG		Garrard Pub. Co.	Edward Dolch
	2		Card	Ideal Magic Cards; 273-2 Blends & Digraphs, to be contrasted under teacher direction; Consonants	Conf.	AV/V		Ideal Co.	
			Card	Ideal Consonant Blends Cards (to be contrasted under teacher direction)	Conf.	AV			
			Card		Conf.	AV			
	3		Game-Kit	Peabody Language Development, Level P, Lesson 154 P. 311, #A-2	Conf.	A/V			
			Ditto/ Sten	Rhyming, Levels 1 & 2	Conf./ IndSt	AV/VW		Continental Press	

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
10	3		Game-Kit	Peabody Language Development - Level 1; lesson 86 #1 P. 106	Conf.	AV/V		
			Kit	Instructo Activity Kit, Fun with Rhymes	EDGA	AV/VG	Instructo	
			WkBk	Ginn Elementary English I-1 Teacher's guide; P. M 50 Rhyming Words, P. m47 #8	Conf./ IndSt	AV/VW	Ginn & Co.	Reid & Crane
			WkBk	Basic Goals in Spelling Book 1, Sequence A, pp. 1-7	Conf./ IndSt	AV/W		
	4		BkProf	Language Motivating Experiences for Young Children; remembering "Sound-alikes" in a group; ball & doll	Conf.	AVT/VG		
			Guide	Around the Corner, Teacher's Edition; T136, T138, T183, T189, T218, T234	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel
			Guide-WkBk	Ginn Elementary English I-2 Initial Consonants difference P. 6	Conf./ IndSt	AV/W		
			Kit	Speech-to-Print Phonics, pattern lessons after test item using applied phonics practice cards listed at end of lesson Lesson #42,43 (vowels), #28 final consonants, #15 Initial consonants.	Conf.	AV/V	Harcourt,Brace,Jovanovich	Durrell-Murphy
	5		WkBk	Frostig Vis. Percep., Beg. Level P. 25	Conf./ IndSt	V/W	Follett Publ. Co.	Frostig, et al
			WkBk	Dubnoff Prog. 1, Level 2, B-41, B-50; AB-60	Conf./ IndSt	V/W	Teaching Resources	Dubnoff, et al
11	1		Kit	Study Center Kit Listening Exp., Lesson #21, Jump or Jiggle (L.A. City Schools)	Listen	AV/W		
			Record	Bowmar Records, Creative Rhythms for Children, 5 sets; Fun With Music.	Listen	A/G		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
							ADDITIONAL INFORMATION	
11	1		AudCrd	EFI Patterns in Phonic Series, Set #1, Familiar Sounds; Set #2, Animal Sounds. (Any applicable parts)	Listen Listen	AV/V A/V		
			BkProf	Language Motivating Experiences for Young Children, P. 97, 165	Conf.	A/G		
			Record-Ditto/Sten	Listen and Do; records #1-14	Listen	A/VG	Houghton-Mifflin	
			Guide-Kit	Peabody Language Development - Level 2; Lesson 1 #3, P. 1; Lesson 5 #3, P. 9; Lesson 16 #4, P. 31; Lesson 35 #3, P.60; Lesson 45 #3, P. 77; Lesson 125 #8, P. 211	Conf.	A/VG	American Guidance Service	Dunn, Horton, Smith
	2		Kit	Instructo Activity Kit, 1012 - Opposites	IndSt	V/V		
			Ditto/Sten	Continental Press, Visual Discrimination-Levels 1 & 2; Seeing Likenesses & Differences, Levels 1, 2, 3.	IndSt	V/W		
			BkProf	Language Motivating Experiences for Young Children, P.97	Conf.	A/G		
			Game	Phonics We Use; Learning Game #1 Old Itch; #2 Spin-a-Sound	EdGa	AV/VG		
			Kit	Auditory Discrimination in Depth, (1) - Letter Symbol Tiles - Unit H - Prog. 1 (2) - Felt Squares with Consonant Phoneme Symbols. Felt squares with Vowel Phoneme Symbols.	IndSt	V/G	Teaching Resources Corp.	Charles H. & Patricia C. Lindamood
			WkBk	Basic Goals In Spelling, Book 2; pp. 3-12	IndSt	V/W	California State Series	Kottmeyer & Claus
			BkPupl	Sesame Street, Book of Letters	Conf.	AV/V	Little, Brown & Co.	Children's Television Workshop
			AudCrd	EFI Patterns in Phonic Series Set #7-10, Likeness & Differences	Listen	AV/V		
			BkPupl	Sullivan Programmed Reading Book 2; P. 61,63,66,68,70,72, 75	IndSt	V/W	McGraw-Hill	Cynthia D. Buchanan

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ADDITIONAL [illegible]

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
11	2		AudCrd	EFI Audio Flashcard Patterns in Phonic Series; Set #3, Initial Consonants, Simple Phonograms	IndSt	AV/V		
			Guide	Bank Street, Teacher's Guide to My City, pp. 26,33,41, "Word Analysis" #1, 2	Conf.	AV/V	Macmillan	
			WkBk	Basic Goals in Spelling, Book 2; unit 26, P. 108-111; unit 27, P. 112-15; unit 28, P. 116-119	IndSt	V/W		
			Cards	D L M Constancy & Pocket Chart	Conf./ IndSt	AV/G	Developmental Learning M	
	3		Guide	Bank Street, Teacher's Guide to My City, pp. 55,56,65,73, "Word Analysis" #1, 2, 3	Conf.	AV/VG		
			Game	Phonics We Use; Learning Game #3 Bingo Bang	EdGa	AV/VG		
			FS	Eye Gate Filmstrips, Final Sounds	View	AV/V		
			Chart	Ideal, Large-sized boxed charts #272	Conf.	AV/VW		
			AudCas	Ideal - Final consonants #2726	Listen	AV/V		
			FS	Consonant & Sounds Visualized Final Consonants - D,K,M,N,P,T (Houghton-Mifflin)	View	V/V		
			Kit	Durrell-Murphy Phonics Practice Program; Lessons 47-54	IndSt	V/W	Harcourt,Brace,Jovanovich	Durrell-Murphy
			AudCas	Minisystems - Evaluation of Final consonants #2046	Listen	AV/V		
			Cards	D L M Constancy #152 and Pocket chart	Conf. IndSt	AV/G		
	4		WkBk	Basic Goals in Spelling, Book 2; Units 4,9,13,18 check for vowel in initial position	IndSt	V/W		
			Guide	Bank Street, Teacher's Guide to My City, pp. 131,132,140, 146, "Word Analysis" #1, 2, 3	Conf.	AV/VW		
			BkProf	Better Speech & Better Reading pp. 111-132	Conf.	AV/V	Expression Company	[illegible]
			Card	Ideal Cards - Vowel Pictures, 274-1	Conf.	AV/V		

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
II	4		Cards	D L M Constancy #152 and pocket chart	Conf. IndSt	AV/G	Developmental Learning Mtls	
	5		WkBk	Basic Goals in Spelling, Book 2; Units 3-17 (vowels)	IndSt	AV/W		
			Guide	Bank Street, Teacher's Guide to My City, pp. 154, 178, 179, 200, 202, 347, 348; Word Analysis #1, 2.	Conf.	AV/V		
			AudCas	Ideal Vowel Tape lessons #2746	Listen	AV/VW		
			Kit	Durrell-Murphy Phonics Practice Program, Lessons 55-76	IndSt	V/W	Harcourt.Brace,Jovanovich	Durrell-Murphy
			Guide	Bank Street, Teacher's Guide to Green Light Go; pp. 72,74, Word Analysis #1; pp. 24,26, Word Analysis #1	Conf. Conf.	AV/V AV/VW	Macmillan	
			Cards	D L M Constancy #152 and pocket chart	Conf. IndSt	AV/G		
	6		Kit	Peabody Lang. Dev., Level P, Xylophone and Music cards	Conf./ Listen	A/G		
			Other	Drum or Tom-Tom: Tchr. beats out syllables of child's name, familiar words	Conf./ Listen	A/G		
	7		AudCrd	EFI Patterns in Phonic Series, Sound Blending	Listen	AV/V		
			AudCrd	Language Master, Set #1, Phonics Program	Listen	AV/V	Bell and Howell	
			WkBk	Basic Goals in Spelling, Book 2, Ex; 44-45	IndSt	V/W	California State Series	Kottmeyer & Claus
			Kit	Auditory Discrimination in Depth, sound-blending	Conf.	AV/V	Teaching Resources Corp.	Lindamood
			Guide	Roberts English Series, Book 2 pp. 84, 95, 97, 98, 118	IndSt	V/W		
	8		Card	Ideal Letter Cards	IndSt	V/VG		
			Card	Developmental Learning Materials; Letter Constancy cards cat. #152; make a word cards, cat. #207	Conf./ IndSt	AV/G		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
11	8		FBMat	Instructo Lower Case letters #41, Capitals #30	View	AV/VG		
			Guide	Bank Street, Teacher's Guide to Green Light Go; P. 390, "Work sheets" #3	Conf./ IndSt	AV/W		
	9		Kit	Study Center Kit Listening Exp., Lesson #38. Alphabetizing (L.A. City Schools)	Conf.	AV/WG		
			Guide-WkBk	Ginn Elementary English II-2 P. 69	Conf.	AV/VW	Ginn & Co.	Reid & Crane
	10		Guide-WkBk	Ginn Elementary English II-1 P. 65-70 Spacing M13, Spacing M42	Conf.	AV/VW		
			BkPupl	Better Handwriting for You, Workbook #1, P.16-letters; P. 52-53-numbers	Conf.	AV/VW	Houghton-Mifflin Co.	Noble
12	1		Transp	3M Transparencies; consonant combinations /sh/, /ch/ 3J-3M	Conf.	AV/V		
			Guide	Bank Street, Teacher's Guide to My City, pp. 139,169,170, 247,248, "Word Analysis" #1,2	Conf.	AV/VG		
			Chart	Ideal Charts, Blends & Diagraphs #273	Conf.	V/V		
			Game	Phonics We Use Learning Game, Digraph Whirl, Digraph Hopscotch	EdGa	V/VG		
			AudCrd	EFI Patterns-in-Phonic Series Set IV, Sec. D- TH, SH, WH; Set V, Sec. C- CH	Listen	AV/V		
			Guide	Bank Street, Teacher's Guide to Green Light Go; pp. 282, 283, "Word Analysis" #3	Conf.	AV/VG		
	2		Guide	All Through the Year, teacher edition-text; PT 255 & 256, PT 259 (Harper & Row)	Conf.	AV/VW		
			BkPupl	Beginning to Read Picture Dictionary	Conf.	AV/V	Follett Educ. Corp.	

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
12	2		Guide-WkBk	Ginn Elementary English II-1, P. 18	Conf.	AV/VW		
	3		Transp	3 M Transparencies; Phonics Initial consonant substitution with short vowels, 7A-7W, Init. consonant sub. with long vowels 8A-8W, #7 consonant sub./short vowels, #8 consonant sub. long vowels.	Conf.	AV/VG		
			Guide-WkBk	Ginn Elementary English II-1, P. 19,28 Word Magic Exercises	Conf.	AV/VW		
	4		Guide-WkBk	Ginn Elementary English II-1, P. M50, "Vowel Change"	Conf.	AV/VW		
			Game-WkBk	Ginn Elementary English II-1, Workbook - Teacher's Guide P. 28	IndSt	V/W		
			WkBk	Basic Goals In Spelling - Book 2: P. 44	IndSt	V/W	McGraw-Hill,Webster Div.	Kottmeyer, Ware
	5		Guide-WkBk	Ginn Elementary English II-2 P. 16	Conf.	AV/VW		
			Kit	Instructo Activity Kit; #52 numerical assortment-flannel board	Conf.	AV/VG		
			BkPupl	Better Handwriting for You, P. 52	IndSt	V/W	Noble and Noble	Noble
			Guide	Bank Street, Teacher's Guide to Uptown, Downtown; pp. 142, 143, "Word Analysis" #2, 3 (use same technique for 8-30)	Conf.	AV/VWG		
	6		WkBk	Basic Goals in Spelling, Book 2, Unit 6-C	IndSt	AV/W		
			Kit	Study Center Kit Listening Exp., #38 Alphabetization (L. A. City Schools)	Listen/Conf./IndSt	AV/VW		
			Guide-WkBk	Ginn Elementary English II-2 Use of p. 11; p. 10	Conf. IndSt	AV/VW AV/W		
			Guide	Roberts English Series, Second Book, Part 2, Sec.6; Part 3, Section 6, pp.66,67; Part 4, Section 6, p.92; Part 5, Sect. 6, p.124; Part 6, Sect.6, P.15	IndSt	V/W	Harcourt Brace Jovanovich	Paul Roberts

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
12	6		Guide	All Through the Year, teacher edition-text; T48, T53, T58, T64, T65, T90, T95, T101, T105, T116, T133, T138, T142, T147, T151, T172, T186, T202, T205, T228, T231, T258, T175, T160, T195, T210. (Harper & Row)	Conf.	V/W	Harper and Row	
			WkBk	All Through the Year, pp. 1-5 Picture Dictionary (Harper & Row)	IndSt	V/W		
			Cards	D L M Constancy cards #152 and pocket chart	Conf.	AV/G		
	7		Guide	Roberts English Series, Second Book; Sect. 4, P. 12	Conf.	AV/W		
			Transp	3 M Transparencies; Elementary Punctuation, Part I-13B; Part I-13K & 13L	Conf.	V/V		
			Guide-WkBk	Ginn Elementary English II-2, P.27 Teacher can write on board or ditto sentences, Child can do independently.	Conf./ IndSt	AV/W		
			PI Pr-BkPupl	Sullivan Programmed Reading, Book 2, P. 62,64,67,68,72,77 Tchr. ditto sent, child copies	Conf.	AV/W		
	8		Transp	3 M Transparencies; Elementary Punctuation Part I, 13T-dates	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-2, P.39, 70 writing dates	IndSt	V/W		
13	1		Guide	Around the Corner; Teacher's Edition - Text T136, T138	Conf.	AV/V	Harper and Row	
			Guide	Teacher's Guide to Books 2-7 Series One - Revised Ed. (Sullivan) P. 48 Exercise 1	Conf.	A/V	McGraw-Hill	
	2		Guide	Roberts English Series, Second Book; Part 1, Sect. 5 P. 15	IndSt	A/W		
			FS	Rhyming Endings (Houghton-Mifflin)	View	V/V		
			Kit	Instructo Activity Kit; Fun with Rhymes	Conf.	AV/V		

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
13	2		AudCrd	EFI Patterns-in-Phonic Series, Rhyming Sect., Set #3	Listen	AV/V		
			WkBk	Basic Goals In Spelling, Book 2; P. 28-30	IndSt	V/W		
			Game	Linguis Tricks; Let's Make a Pair, rhyming cards	EdGa	AV/VG	Gamecraft Enterprises	Beverly Bihns
			FS	Eye Gate Filmstrips; Rhyming Words	View	V/V		
	3		FS	Eye Gate Filmstrips, Rhyming Words	View	V/V		
			AudCrd	EFI Patterns-in-Phonic Series Rhyming, Set 3 - Nursery Rhymes	Listen	AV/V		
			Guide-Kit	Peabody Language Development - Level 2; Lesson 63 #2; Lesson 83 #2; Lesson 163 #2; Lesson 42 #2; Lesson 39 #1	Conf.	A/V	American Guidance Service	Dunn, Horton, Smith
			Guide-Kit	Peabody Language Development - Level 2; Lesson 133 #2, P.225	Conf.	AV/VG		
			Kit	Instructo Activity Kit; 1011 Rhymes	IndSt	AV/VG		
			Game-Kit	Instructo Activity Kit - Fun with Rhymes	Conf.	AV/V		
	4		Game	Phonics We Use Learning Game, Blends Race	EdGa	AV/G		
			AudCrd	EFI Patterns-in-Phonic Series Set #3, Initial consonants; Set #4, Sec. E E1-E20, Sec. F F1-F32; Set #5, Sec. D-E-F	Listen	AV/VG		
			Chart	Ideal Chart - Blends & Diagraphs #273	Conf.	AV/V		
			AudCas	Ideal - Blends & Diagraphs #2736	Listen	A/V		
	5		FS	Rhyming Endings (Houghton-Mifflin)	View	V/V		Coutts-Walters
			BkPupl	Illustrated Golden Dictionary for Young Readers	IndSt	AV/G		
			BkPupl	Beginning Dictionary (Thorndike)	IndSt	AV/G	Scott, Foresman and Co.	Thorndike [illegible]
			Guide	Roberts English Series, Book 2 pp. 106, 125, 127	IndSt	V/W		

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
13	6		Guide- WkBk	Ginn Elementary English II-2 Use of P. 11; P. 10; P. 23, using an index	Conf.	AV/VW		
			WkBk	Basic Goals In Spelling, Book 2, Unit 6-C	IndSt	AV/W		
			Guide	Roberts English Series, Second Book; Part 2, Sec. 6; Part 3, Sect. 6 pp. 66 & 67; Part 4, Sect. 6 P. 92; Part 5, Sect.6 P. 124; Sect. 6, P. 156	Conf.	AV/W		
			Kit	Study Center Kit Listening Exp., #38 Alphabetization (L. A. City Schools)	Conf./ Listen/ IndSt	AV/VC		
	7		Kit	Durrell-Murphy Phonics Pract. Program; lessons 2-30	IndSt	V/W	Harcourt,Brace,Jovanovich	Durrell-Murphy
			WkBk	Basic Goals In Spelling, Book 2 Unit 11, P.46; Unit 23, pp. 94-97	IndSt	V/W		
	8		Transp	3M Transparencies, Elementary Punctuation, Part I, Abbreviations, initials, dates & addresses	Conf.	V/W		
			WkBk- Guide	Ginn Elementary English, I-1 Teacher's Guide, M 6, M 24, P. 31 Names, P. 33,40 Initials	Write	AV/W		
			BkPupl	Better Handwriting for You, Workbook #1; P. 26 names; P. 35 first word in sentence; P. 41-places	Write	V/W		
			Guide- WkBk	Ginn Elementary English I-2; Capital letters P.3; Mr. Mrs. Miss P.29; days of week P.55, names of streets P. 3	Conf./ Write	AV/W		
	9		Guide- WkBk	Ginn Elementary English II-2, M13, M39, M40	Write	AV/W		
			BkPupl	Better Handwriting for You, Workbook #2; P. 6, P. 16-20	Write	AV/W		
			Guide- WkBk	Ginn Elementary English II-1 M41, M42	Write	AV/W		

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
14	1		Card	Ideal - Consonant Cards; 272-1 for pegboard	Conf.	AV/V		
			Guide	Linguis Tricks; The Diddle of a Riddle, consonants; Mission: consonants	EdGa	AV/VG	Gamecraft Enterprises	Beverly Bibns
			AudCrd	Language Master; Set #1 Sound Blending and Bgn. Phonic Skills; Set #2 Consonant Blends & Irregular Phonetic Elements	Listen	A/V	Bell and Howell	
			AudCrd	EFI Patterns-in-Phonic Series Set IV, Sec. D; Set 5, Sec. C; Set 5, Sec. E.	Listen	A/V		
	2		AudCrd	EFI Patterns-in-Phonic Series Set IV, Sec. D.- TH, SH, WH; Set V, Sec. C. - CH	Listen	A/V		
			Game	Phonics We Use Learning Game; Digraph Whirl, Digraph Hopscotch	EdGa	AV/VG	Lyons & Carnahan	
			Chart	Ideal Chart - Blends & Diagraphs #273	Conf.	V/V		
			Kit	Durrell-Murphy, Phonics Practice Program; Lessons 27-30	IndSt	V/W	Harcourt,Brace,Jovanovich	Durrell-Murphy
	3		WkBk	Basic Goals in Spelling, Book 2; ex: P. 78	Conf./ Write	AV/VW		
			Game	Dolch Games; Vowel Lotto	EdGa	A/VG	Garrard Pub. Co	Edward Dolch
			Game	Phonics We Use Learning Game, #7 Vowel Dominoes, #9 Full House	EdGa	V/VG		
			AudCrd	Language Master; Set #2, Phonics program	Listen	A/V		
			WkBk	Basic Goals in Spelling, Book 2, Unit 22	Conf./ Write	AV/V		
	4		Card	Ideal Cards - Consonant Blends; 273-1 for pegboard	Conf.	AV/V		
			AudCrd	Ideal - Blends & Digraphs	Listen	A/V		
			Kit	#2736 Auditory Discrimination in Depth; Sound Symbol level	Conf.	AV/V		
			Cards	Magic Blends and Digraphs	IndSt	V/VG	Ideal Co.	

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14	5		FS	Eye Gate Filmstrips; short vowels, long vowels	View	AV/V		
			Kit	Durrell Murphy Phonics practice Program; Lessons 55-76	IndSt	V/W		
			Kit	Auditory Discrimination in Depth; Oral-Aural Level; Sound Symbol Level	Conf.	AV/V	Teaching Resources Corp.	Lindamood
			FS	Basic Primary Phonics; Grade III; long & short vowel sounds	View	AV/V		
			WkBk	Basic Goals in Spelling - Book 2 pp. 30-45, Unit 14 P. 58-61, Unit 15 P. 62-65, Unit 16 P. 66-69, Unit 17 P. 70-74, Unit 18 P. 74-78, Unit 20 P. 82-85.	IndSt	V/W		
			AudCrd	Language Master; Set #1 Phonics	Listen	A/V		
	6		AudCrd	Language Master; Set #2, Phonics Program	Listen	A/V		
			WkBk	Basic Goals in Spelling, Book 2; Unit 13, 19	IndSt	V/W	McGraw-Hill,Webster Div.	Kottmeyer,Ware
	7		Other	Ditto Master & pencil, cursive handwriting leaflet #813.238	IndSt	V/W		
			Guide	Roberts English Series - Book 2 - P. 58	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-2, P. 68	IndSt	V/W		
			BkPupl	Better Handwriting for You, workbook #1, P. 62-4	IndSt	V/W	Noble and Noble	Noble
			Cards	Magic Blends and Digraphs	IndSt	V/G	Ideal Co.	
15	1		FS	Elkins Visual Text; Phonics in Reading & Spelling-Story of "sh"	View	AV/V		
			Guide	Roberts English Series, Teach- [illegible] [illegible] ; P. 129	Conf.	AV/V		
			Kit	Study Center Kit Learning Exp. #38, Alphabetization (L. A. City Schools)	Listen View	AV/VW		

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SEQUENCES LANGUAGE

STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
15	1		WkBk	Basic Goals In Spelling, Book #3; P.9C, 13C, 20B, 27A, 35A, 40-41A, 58A, 64A, 68A, 78A, 82A, 90A, 94A, 98A & D, 124A, 133B, 138-141B.	Write	V/W		
			WkBk	Roberts English Series 3 P. 14, 1-4; P.17, 1-8; P. 20, 1-6; P. 23, 5; P. 25, 1-3; P. 29, 1-6; P. 31, 1-7; P. 34, 1-5; P. 37, 1-6; P. 44, 1-6; P. 48, 1-3; P. 50, 1-4; P. 53, 1-7; P. 65; 68; 76; 81; 85; 91; 93; 95; 101; 105; 110.	Write	V/W		
	2		Transp	3M Transparencies; Phonics development kit; Grade 3, 12 Transparencies, context clues	View	AV/V		
			Kit	Auditory Discrimination in Depth; Teacher uses 4 syllable words-Unit A; Children display colored wooden blocks-Unit H.	Conf.	A/VG		
			AudCrd	Language Master, Set #2, #3	Listen	A/V		
	3		WkBk	Frostig Vis.Percep.Prog.,Beg. Lev. P.64; Adv. Lev. P. 80	Conf./ IndSt	V/W		
			Kit	Perceptual Motor Dev., Fairbanks Prog. 1/Level 1, Section F-13 and Tactile Materials (circle, triangle)	Conf./ IndSt	V/W		
	4		WkBk	Roberts English Series #3; pp. 118-119	Write	V/W		
			BkPupl	Better Handwriting for You - Book 3; pp. 22-51	Write/ MotDev	V/W		
	5		BkPupl	Beginning Dictionary; pp. 21, 22, 23 (Thorndike)	IndSt	V/W		
			AudCas	abc. Matching letter Game #2027 (Minisystems)	Listen	A/VG		
			FS	The Alphabet Works for Us - Kit (Bell System)	Conf./ View	AV/V	Bell System, Telezonia	
			WkBk	Roberts English Series, #3; a.b.c. P. 4	Write	V/W	Harcourt Brace Jovanovich	Mary M. [illegible]

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
15	6		BkPupl	Better Handwriting for You - Book 3; P. 16, 22.	Write	V/TW		
			Pic	Pictures; Railroad worker, Seasons, Living & working together	InvEx	V/W		
			Transp	3M Transparencies; capitalization & end of punctuation of sentence, #13 B.	View	V/W		
			WkBk	Roberts English Series #3; P. 99	Write	V/VW		
	7		WkBk	Roberts English Series #3; pp. 16, 40	Write	V/W		
			Transp	3M Transparencies; capitalization & end of punctuation of sentences, #13 B.	View	V/W		
			BkPupl	Better Handwriting for You, Book 3; pp. 8,9	View/ Write	V/W		
	8		WkBk	Roberts English Series #3; pp. 22, 75, 82, 98.	Write	A/VW		
			Map/ Globe	State of California, U.S.A. Map: State of Calif.USA, Globe	InvEx	VT/VWG		
			BkPupl	Illustrated Golden Dictionary for Young Readers	LibRes	V/W		
16	1		WkBk	Roberts English Series #3; P. 65	Listen	A/V		
			Guide	Roberts English Series, Teacher's Edition, Book A, #3; P. 150	Conf.	A/V		
			Kit	Instructo Activity Kit; Fun with Rhymes	EdGa	V/V		
			AudCrd	EFI Patterns in Phonic Series; Rhyming words	Listen/ View	A/V		
			Kit	Durrell-Murphy, Phonics practice program; Lessons 1-46, Rhyming words on cards	Conf.	AV/V	Harcourt,Brace,Jovanovich	Durrell-Murphy
			Game	Linguis Tricks; Sock It to Me, verses & rhymes	EdGa	AV/VG		
	2		Ditto-Sten	Ditto Masters; Seeing likenesses & Differences, levels 1, 2, 3	IndSt	V/VW	Continental Press	

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
16	2		AudCrd	EFI Patterns in Phonic Series; Initial consonants, diagraphs, blends, phonograms	Listen/ View	AV/V		
	3		Kit	Percep. Motor Dev., Fairbanks Section F-6, Program 1 Level 1	Conf./ IndSt	V/W	Teaching Resources Corp.	Fairbanks-Robinson
			WkBk	Dubnoff Prog. 1, Level 1 C31-39	Conf./ IndSt	V/W	Teaching Resources Corp.	Dubnoff, et al
			WkBk	Frostig Vis. Percep. Adv. Lev. pp. 9, 61	Conf./ IndSt	V/W	Follett Publ. Co.	Frostig, et al
	4		Ditto-Sten-Other	Ditto Master & Pencil; same polyethylene bags or plastic sheets on chipboard. Slip in worksheet. Form: Cursive handwriting #813.238 Tracing (L.A. City Schools)	Write/ MotDev	VT/W		
			BkPupl	Better Handwriting for You Book 3; pp. 12-21	Write/ MotDev	V/V		
17	1		Guide	Roberts English Series, Teacher's Edition - Book A (3); P. 89	Write	V/W		
			BkPupl-Guide	Sounds of The Story Teller Guide & Text Grade 3, P. 11 (wh) pp. 72, 107, 148 (th)	Conf.	AV/V		
			WkBk	Basic Goals in Spelling, Book 3, P. 44	IndSt/ InvEx	V/WG		
			Kit	Study Center Kit Listening Exp #34 The Initial Consonant, Digraph "th" voiced. (L. A. City Schools)	Listen	AV/W		
			Guide	Roberts English Series, Teacher's Edition - Book 5; P. 73	Conf./ InvEx	V/W		
			BkPupl	Roberts English Series, Workbook #5; P. 50	Conf./ InvEx	V/W		
	2		Game	Phonics We Use Learning Games #5 vowel dominos. Long & short vowels & symbols.	EdGa	AV/VG		
			Kit	Speech-in-Print Phonics; Set 1 P. 94-A, 97-E, 101-I, 103-O, 107-U.	Conf.	AV/V		

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STRAND # 1. PHONOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
17	2		Guide	Roberts English Series, Teacher's Edition - Book A (#3); P. 243	Conf.	AV/VW	Harcourt Brace Jovanovich	Paul Roberts
	3		Transp	3M Transparencies; Initial consonants, consonant combinations & Review, sets 1, 2, 3.	Conf.	AV/W		
			Kit	Speech-to-Print Phonics; lessons #1-26 beginning sounds #23-26 beginning blends	Conf.	AV/VW	Harcourt Brace Jovanovich	Durrell-Murphy
			AudCas	Ideal - Blends & Digraphs	Listen	AV/W		
			Kit	#2736 Durrell-Murphy Phonics Practice Program; Lessons #1-26 beg. consonants; #27-46 beg. blends	IndSt	AV/VW	Harcourt Brace Jovanovich	
			AudCrd	EFI Patterns in Phonic Series Set #5	Listen/View	AV/V		
	4		Guide	Roberts English Series, Teacher's Edition - Book A (#3); P. 144, 150, 163	Conf.	AV/W		
			Ditto-Sten	Building Good English, Levels 1 & 2 (ditto masters)	Write	V/W		
			FS	Basic Primary Phonics; Group II, Rhyming words & final consonant & sounds	View	V/VW		
			AudCas	Minisystems Rhyming #2002, 2004, 2005, 2006	Listen	V/VW	Learning Systems Corp.	
			Guide	Sullivan Programmed Reading, Series 3, Books 15-21; P. 37 - (5); P. 83, Related Activities	Conf.	V/VW		
	5		Guide	Sullivan Programmed Reading, Series 3, Books 15-21; P. 42, dictation	Conf.	A/W	McGraw-Hill	Cynthia D. Buchanan
			Guide Kit	Peabody Language Development - Level 3; Lesson 164 #1 P. 164	Conf.	A/W	American Guidance Service	Dunn, Horton, Smith
	6		WkBk	Roberts English Series #3; P. 82	Write	V/W		
			BkPupl	Illustrated Golden Dictionary for Young Readers.	Write/IndSt	V/W	Golden Press	Courtis-Watters
			Transp	3M Transparencies; Capitalization. Dates #13 T.	View	V/W		

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SEQUENCES LANGUAGE
STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
17	6		Guide	Roberts English Series Teacher's Edition, Book #3-A; P. 189	Write	V/W		
	7		BkPupl	Better Handwriting for You - Book 3; P. 63	Write	V/W		
			Transp	3M Transparencies; Elementary Punctuation, Part I. Dates 13T	View	V/W		
	8		WkBk	Roberts English Series #3; P. 89, part 2	Write/ IndSt	W		
			Guide	Roberts English Series Teacher's Edition, Book #4-B; P. 167	Conf.	AV/VW	Harcourt,Brace,Jovanovich	Paul Roberts
			Guide	Roberts English Series Teacher's Edition, Book A - #3; P. 132, 137	Conf.	AV/VW		
18	1		Game	Phonics We Use Learning Game Syllable Count - Syllabication & Accent Game.	EdGa	AV/V	Lyons & Carnahan, Inc.	
			Game-Kit	Peabody Language Development - Level 3; Lesson 2 #3, P. 2	Conf.	AV/G		
	2		Kit	Speech-to-Print Phonics; P. 105, 109, 111, 114, 116, 119	Conf.	A/V	Harcourt.Brace,Jovanovich	Durrell-Murphy
			WkBk	Roberts English Series #3; pp. 85, 107, 116	Write	V/V		
			Game	Phonics We Use Learning Games; #9 Full House - Vowels, Vowel Digraphs & Diphthongs	EdGa	AV/V		
			Guide-Kit	Peabody Language Development - Level 3; Lesson 136 #2 a, b P. 228	Conf.	A/V		
	3		FS	Consonant Sounds Visualized; Consonant Blends (Houghton-Mifflin)	View	V/V	Houghton-Mifflin Co.	
			Game	Phonics We Use Learning Games #7 Digraph whirl	EdGa	AV/V		
			WkBk	Basic Goals in Spelling, Book 4, P. 14, 18	Write	V/VW		
			FS	Elkins Visual Text; Beginning Blends	View	AV/V		
			Kit	Phonics Practice Prog.Lesson 1-26 Beg.Consonants;27-46 Blends	IndSt	AV/VW	Harcourt,Brace,Jovanovich	Durrell-Murphy

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STRAND # 1. PHONOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
18	3		FS	Basic Primary Phonics; Group 2 2 letter sounds	Listen	AV/V	Society for Visual Education (SVE)	Thompson, Lendell
	4		WkBk	Basic Goals in Spelling, Book 3; P. 146	Write	V/VW		
			WkBk	Basic Goals in Spelling, Book 4; P. 98-101	Write	V/W		
			FS	Elkins Visual Text; phonics in Reading & Spelling - syllables	View	V/W		
	5		Kit	Percep. Mot. Dev, Fairbanks, Prog. 1 Lev. 1, Tactile Mtls.- triangles	Conf./ IndSt	V/W	Teaching Resources Corp.	Fairbanks-Robinson
			WkBk	Dubnoff-Prog. 1 Lev. 1 C-30	Conf./ IndSt	V/W	Teaching Resources Corp.	Dubnoff, et al
			WkBk	Frostig-Vis. Percep. Beg. Lev. P.55; Adv. Lev. pp. 8,26,29	Conf./ IndSt	V/W	Follett Publ. Co.	Frostig, et al
	6		WkBk	Basic Goals in Spelling, Book 3; P. 136-137	Write	V/W		
			BkPupl	Better Handwriting for You; Book 3; pp. 51, 52	Write	V/W		
	7		WkBk	Roberts English Series #3; pp. 114, 117	IndSt	V/W		
			Guide	Roberts English Series, Teacher's Edition, Book A #3; P. 269, 274, 275	Conf.	AV/VW		
			WkBk	Roberts English Series, Workbook #4; pp. 87, 90	Conf.	V/W		
			Guide	Roberts English Series- Supplement Manual Transform. Grammar-Bkgrnd. for Teacher; P. 13	Conf.	AV/VW	Harcourt Brace Jovanovich	Roberts, [illegible]
			FS	Elkins Visual Text; Story of F & PH 746	View	AV/V		
	8		Guide	Roberts English Series, Teacher's Edition Book A #3; P. 281, 282	Conf.	AV/W		
			WkBk	Basic Goals in Spelling, Book 3; P. 112, 113	Write	V/W		
	9		Game	Roberts English Series, Book A #3; P. 147	Conf.	V/W		

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STRAND # 1. PHONOLOGY

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
18	9		WkBk	Basic Goals in Spelling, Book 3; P. 101	IndSt	V/W	California State Series	Kottmeyer-Claus
	10		Guide	Roberts English Series, Teacher's Edition - Book A #3; P. 276-277	Conf.	AV/W		
			Transp	3M Transparencies; 13 W Friendly letter form, Elem. punctuation Part I	View	V/W		
			WkBk	Basic Goals in Spelling, Book 3; P. 144-145	Write	V/W		
			Guide	Roberts English Series, Teacher's Edition, Book #4-B; pp. 44-45, 96, 205	Conf.	AV/W		
			WkBk	Basic Goals in Spelling, Book 3; P. 118, 119	Write	V/W		
			WkBk	Roberts English Series #3, workbk. P. 118-119	Write	V/W		
			WkBk	Roberts English Series, Workbook #4; P. 36	Write	V/W		
			Other	The World Around Us, Level 2, Book 2, P. 1 (BRL)	Conf.	AV/V	Behavioral Research Laboratories	Cynthia D. Buchanan

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[illegible] LANGUAGE

[illegible] # 2. MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
							ADDITIONAL INFORMATION	
0	1		Other	Various - Toys: Use simple toys--play with child. Tchr encourages naming toys and jargon--talking as she plays.	Conf.	AV/VG		
	2		Record	Music for Kindergarten & Nursery School: Use songs that teach action & word meaning, ex. roll on the ground, jumping & flopping, rocking.	Listen/ Conf.	A/VG	Allyn & Bacon	
			Other	Activity - Teach single words to function as meaningful phrases. Teach action with word, i.e. "up, here, go, move, no, yes, bed, drink, water." Use vocal inflection to enhance meaning.	Conf.	AV/VG		
	3		Other	Various Toys: In block bldg. exercise, pattern for "want more" if they want more blocks.	Conf.	AV/V		
			Other	Activity - Snack time: During snack, teach language pattern for i.e. "cookie all gone" "want more."	Conf./ PraSk	AV/VG		
	4		Other	Activity - Sound play-teacher uses connected flow of sounds to stimulate child to respond	Conf.	A/V		
			BkProf	Lang. Motivating Experiences for Young Children; Echo, P. 117	Conf.	AV/V	Rose Engel, L. A. City Schools	Rose Engel
			Record	Nursery & Mother Goose Songs; Have child participate in repeating phrases & sentences Listen and say.	Conf.	A/V		
			FBMat	Flannel Board; Flannel Board Stories: "The 3 Little Pigs."	Conf.	AV/V	Instructo	
			BkPupl	Mother Goose Treasury; have child participate in repeating phrases & sentences.	Conf.	AV/V	Coward - McCann	Illus. - R. Briggs

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SEQUENCES LANGUAGE

STRAND # 2. MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
1	1		Guide-Kit	Peabody Language Development Level P, Cards: Animal; clothing; food; toy. Lessons 1, 2, 3	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
			Other	Various Toys: Use toys, i.e. transportation toys, dolls & furniture, clothing, dishes, animals. Teacher gives language pattern for use of determiners: ex. "Put away the car," "Give me a cup," "the boy," "a girl."	Conf.	AV/V		
	2		Other	Various Toys: Use simple toys -play with the child-Teacher names toys & uses jargon (connected flow of sounds) & encourages child to vocalize	Conf.	AV/V		
			Other	Activity-Other: Sound Play-Teacher uses connected flow of sounds to stimulate child to respond.	Conf.	A/V		
	3		Other	Various Toys: Use toys in room such as dolls & furniture clothing, dishes, transportation toys-wheel toys, balls, ropes, blocks. Teacher gives language pattern for a 2-word noun phrase-i.e. "Daddy shirt," "boy pant," "big boy," "Billy wagon."	Conf.	AV/V		
			Guide-Kit	Peabody Language Development Level P, Solid manikins & clothes. Teacher gives lang. pattern for 2-word noun phrase, ex: "daddy shirt," "boy pants."	Conf.	AV/V		
			Cards	Introducing English: Lessons 2, 5, 22, 19, 24 Teacher patterns for 2-word noun phrases, i.e. "big boy," "more milk," "mommy chair."	Conf.	AV/V	Houghton-Mifflin Co.	Louise Lancaster

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
1	4		Cards	Ideal Action Cards: Teacher patterns for 2-word sentence i.e. "me go"	Conf.	AV/V	Ideal Co.	
			Other	Activity: Teacher & children do various actions: walk, run, sit, eat, sing, talk, play ball, etc.	Conf./	AV/VG		
			Cards	Introducing English: Teacher patterns for 2-word noun-verb pattern i.e. "me go" "fall down".	Conf.	AV/V		
			SndFS	Bowmar Phonoviewer Programs Music series, action Songs IV Tchr. uses songs & actions to begin teaching 2-word noun-verb patterns. ex. "Johnny walk," "Mary sings."	Conf./ Listen/ View	AV/V	Bowmar	
			BkProf	Golden Song Book: Use action songs on pages: 17, 31, 56 to teach 2-word verb phrases. (Around the Mulberry Bush, Ring Around the Rosy, Rockabye Baby)	Conf.	AV/VG	Golden Press	Katherine Wessells
			BkPupl	All Falling Down	Conf.	AV/V	Harper and Row	Margaret Graham
	5		BkPupl	The Happy Day	Conf.	AV/V		Ruth Krauss
			Kit	Sullivan Readiness in Lang. Arts: Pictures #23, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 41, 65, 67, 68. Teacher gives pattern for 2-3 words spontaneously.	Conf.	AV/V	Behavioral Research Lab.	M.W. Sullivan
			Guide-Kit	Peabody Lang. Dev., Level P: Story Posters--Teacher patterns for 2-3 words.	Conf.	AV/V		
			Record	Nursery and Mother Goose Songs Encourage children to sing songs or words & phrases from songs.	Conf./ Listen	A/V		
2	1		Guide	Sounds Around the Clock: page 11a "This Is My Family"	Conf.	AV/V	California State Series	Bill Martin, Jr.

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
2	1		BkPupl	Outdoors and In: P. 23 "Something Good"--Teacher reads to child.	Conf.	AV/V	Harper and Row	M. O'Connell
	2		Other	Various-Toys: Building blocks-Teacher patterns language for more blocks, big blocks, little block, etc.	Conf.	AV/V		
			Card	Day by Day (Dairy Council)	Conf.	V/V	Dairy Council	
			Card-	Development Learning Materials: Spatial Relation Cards I #125, Sequence Cards I & II #127 #161	Conf.	V/V		
			Other	Activity: Practical skills. Snack time activity: Teacher encourages child to say "I want more" or "More"--when child wants more food.	Conf.	A/V		
	3		Game	Instructo Words and Actions: Teacher gives pattern for past tense.	Conf.	AV/V		
			Other	Activity-Other: Teacher adopts casual conversation with child to a word omission format--child fills in blank i.e. "We will sing in school today. Yesterday was (song), "I rode on the bus yesterday" Today I will (ride)."	Conf.	AV/V		
				Teacher gives pattern for past tense in following kinds of activities: a) After snack time, "I ate ___, I drank _______." b) Action time: "I stood-, I sat-, I clapped-, I closed- I painted-"	Conf.	A/V		
			Cards	Ideal Action Cards: Teacher gives patterns for past tense.	Conf.	AV/V		

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SEQUENCES LANGUAGE

STRAND # 2. MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	I	ADDITIONAL INFORMATION SOURCE	AUTHOR
2	4		Other	Various Toys: Use toys-transportation toys, dolls, furniture, clothing, dishes, animals. Teacher gives lang. pattern for use of short complete & incomplete sentences. i.e. "That's my car" or "That my car", "My car nice" "My car is nice."	Conf.	AV/V			
			Cards	Introducing English: Lessons 1 & 2. Teacher gives lang. pattern for use of short complete & incomplete sentences: i.e. "That's my truck" or "That my truck."	Conf.	AV/V		Houghton-Mifflin Co.	Louise Lancaster
			BkProf	Lang. Motivating Experiences for Young Children: Dramatization, P. 199.	Conf.	AV/V			
	5		Other	Various Toys: Use toys such as: transportation toys, dolls, furniture & clothing, dishes, animals. Teacher gives lang. pattern for use of determiner: ex. "Put away the car." "Give me a cup." "the boy" "a girl."	Conf.	AV/V			
			Card	Introducing English: Lessons 1, 2, 17. Teacher gives lang. pattern for use of determiner: i.e. the boat, a car.	Conf.	AV/V			
	6		Other	Activity: During snack time teacher encourages and/or patterns use of 2-word negative noun phrases--i.e. if child doesn't want a cookie, have him say "no want ....."	Conf.	A/V			
			BkPupl	The Noisy Book	Conf.	AV/V		Harper and Row	Margaret Brown

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
2	7		Other	Pictures: Teacher provides pictures or simple blackboard sketches of single & multiple items. Each child selects a picture & identifies it. Help him structure: i.e. "I see one shoe or I see two shoes" "I have one dog or I have 3 dogs."	Conf.	AV/VG		
			Guide-Kit	Peabody Lang. Dev. Level P: Plastic fruits--Use for plurals	Conf.	AV/V		
			Card	Introducing English: Lessons 6, 7, 9, 10, 11, 12	Conf.	AV/V		
			Cards	D L M Association Picture cards I, II	Conf.	AV/V	Developmental Learning Materials	
			Cards	D.L.M. Counting Picture cards	Conf.	AV/V		
	8		Guide-Kit	Peabody Lang. Dev. Level P: Lesson 5 A-1, 6 A-1, 7 B-2, 8 A-1, 10 B-4, 11 A-1.	Conf.	AV/V		
3	1		Card	Tell Again Story Cards: The Little Red Hen Story Level I, The Gingerbread Man Story Level I.	Conf./ Listen/ View	AV/V	Webster Division, McGraw-Hill	
			AudCas-MulMed-SndFS	Eyegate Teach-a-Tape; Mother Goose Rhymes, The Old Woman Who Lived in a Shoe, Poems for Children.	Conf./ Listen/ View	AV/V	Eyegate House, Inc.	Eyegate
			BkPupl	City Ways and City Days	Conf.	AV/V	Harper and Row	M. O'Donnell
			BkPupl	Just For Fun	Conf.	AV/V	Harper and Row	M. O'Donnell
			Other	Activity: Game: Tchr plays game "Captain, May I?" with class to teach model "May."	Conf.	A/VG		
			SndFS	Bowmar Phonoviewer Programs: Early Childhood Series IV "Watch Me Indoors"	Conf./ Listen/ View	AV/V		
	2		BkPupl	Do You Know What I'll Do?	Conf.	AV/V	Harper and Row	Charlotte Zolotow
			BkPupl	City Days and City Ways	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel
			BkPupl	Just For Fun	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel

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SEQUENCES LANGUAGE
STRAND # 2. MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
3	2		Record	Making Music Your Own: Record IV, Side 2-#8 "What Shall We do?"; Record I, Side 1, #8 "What Do You Do?"	Conf./ Listen	A/V		
	3		BkPupl-Guide	Sounds Around the Clock: Teacher's Edition P. 168-189 "Here Comes Jimmy" "Here Comes Jimmy's Dog"; P. 22 "Baby Elephant."	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Card	Introducing English: Lesson 13	Conf.	AV/V		
	4		Card-Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 112 B-3, 164 A-1	Conf.	AV/V		
			BkPupl-Guide	Sounds Around the Clock: P.42	Conf.	AV/V		
			BkPupl	Johnny Maple-Leaf	Conf.	AV/V	Lothrop, Lee and Shepard	Alvin Tressett
	5		Card	Introducing English: Part I, Lesson 3, 10, 11, 12	Conf.	AV/V		
			Guide	The World Around Us: P. 2	Conf.	AV/V	Behavioral Research Labor's	C. Buchanan
			Card-Guide-Kit	Peabody Lang. Dev. Level P: Lesson 4 A-2, 8 A-2, 11 B-4	Conf.	AV/V		
			Other	Various Toys: Use toys such as cars, blocks, dolls, balls. Teacher furnish lang. pattern for plurals.	Conf.	VA/V		
			FBMat	Milton Bradley Flannel Board Materials: Primary Cut-outs. Use objects to create situations on flannel board stressing verbal responses in plural forms, i.e. "two rabbits."	Conf.	AV/VG	Milton Bradley	
			Cards	D L M Association Cards I, II	Conf.	AV/V		
	6		Card-Kit	Peabody Lang. Dev.-Level P: Household, Animal, Clothing, Food. Teacher gives lang. pattern for contraction. ex: "It's a bed."	Conf.	AV/V		

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SEQUENCES LANGUAGE
STRAND # 2. MORPHOLOGY AND 3. SYNTAX

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
3	6		BkProf	Lang. & Learning Disorders of the Pre-Ac. Child: P. 196 Surprise Balls	Conf.	AV/V	Appleton-Century	Tina Bangs
			Other	Various Toys: Use toys for naming. Teacher gives lang. pattern for contraction. "It's a car."	Conf.	AV/V		
	7		Record	Walt Disney Presents: "How The Camel Got His Hump"	Conf./ Listen	AV/V	Walt Disney Productions	
			Other	Activity: Use children in class: Their clothing, names, personal possessions to work on possessives.	Conf.	AV/V		
			Card-Guide-Kit	Peabody Lang. Dev. - Level P: Cards: Clothing; Lesson 79A-2. Practice possessives: ex. Mary's coat; use boy & girl manikin and clothes.	Conf.	AV/V		
			Cards	D L M Association Picture Cards I, II	Conf.	AV/V		
	8		Kit	Children's World: Use pictures of pets, animals, transportation. Teacher patterns simple sentences with "ands".	Conf.	AV/V	Holt, Rinehart, Winston	Wettlaufer, et al
			Card	Ideal Consonant Cards: Teacher patterns simple sentences with "ands".	Conf.	AV/V		
			Card-Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 73 A, 79 A, 118 A.	Conf.	AV/V		
	9		Kit	Sullivan Readiness in Lang. Arts: Pictures #23, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 66, 67, 68	Conf.	AV/V	Behavioral Research Lab.	M. W. Sullivan
			Kit	Instructo Activity Kit: Classification Game. Teacher gives lang. pattern for compound sentence.	Conf./ EdGa	AV/VG		

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
3	10		Game	Instructo Words and Actions	Conf./ EdGa	AV/VG		
			Card	Introducing English: Part I Lesson 5	Conf.	AV/V		
	11		Other	Simplex Puzzles: Animal cut-outs, boats & pigs, pears & flowers. Teacher gives pattern for "There is ..."	Conf.	AV/V		
			Record	Making Music Your Own: Record VI-Kindergarten-#2 - "There Was A Frog": Record V-#6- "There Are Many Flags".	Conf./ Listen	AV/V	Silver, Burdett & Co.	
	12		FBMat	Flannel Board: Flannel Board Aids: Mother Goose Rhymes, Mother Goose Combinations.	Conf.	AV	Instructo	
			MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series I. Do You Know What? Where Is Whiffen? What's That?	Conf./ Listen/ View	AV/V		
			Card	Tell Again Story Cards: The Kitten Who Forgot How to Mew Story Level I, Act. #8; The Three Bears, Story Level I.	Conf./ Listen/ View	A/V	Webster Division,McGraw-Hill	
	13		BkPupl	Mother Goose Treasury: Poem - To Market, To Market.	Conf.	AV/V	Coward, McCann	
			Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 5 A-2, 9 A-1, 26 B-4, 28 B-4.	Conf.	AV/V		
			Record	Bowmar Records: Poems For The Very Young	Listen	A/V		
			BkPupl	Real Mother Goose	Conf.	AV/V	Rand McNalley	
			BkPupl	The Tall Book of Nursery Tales	Conf.	AV/V	Harper and Row	F. Rojankovsky
4	1		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Music Series, Story Songs II, "The Old Gray Cat"	Conf./ Listen/ View	AV/V		
			Card	Tell Again Story Cards: The Little Red Hen, Story Level I	Conf./ Listen/ View	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level P: Lesson 133A	Conf.	AV/V		
			Kit	Ginn Building Pre-Reading Skills, Kit A P. 22, 34.	Conf.	V/W	Ginn & Co.	[illegible] & Hill

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
4	1		BkPupl	I Am Andy: Teacher gives lang. pattern for auxiliary verb in present participle construction. ex: "is walking"	Conf.	AV/V	Alfred A. Knopf	Charlotte Steiner
	2		Card	Introducing English: Part I, Lesson 13	Conf.	AV/V	Houghton-Mufflin Co.	Louise Lancaster
			Guide-Kit	Peabody Lang. Dev. Level P: Lesson 117 A	Conf.	AV/V		
			Cards	D L M Same or Different Size	Conf.	AV/V		
	3		Guide	The World Around Us: P. 1 BRL	Conf.	AV/VG		
			Card	Introducing English: Part I. Lesson 25.	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 82 A-2	Conf.	AV/V		
			(MulMed- (Record- (SndFS	Bowmar Phonoviewer Programs: Early Childhood Series I, "Father Is Big."	Conf./ Listen/ View	AV/V		
			BkPupl	Sesame Street Book of Shapes	Conf.	AV/V	Little, Brown & Co.	Children's Televion Workshop
	4		Guide-Kit	Peabody Lang. Dev. Level P: Lesson 4 A-2, 8 A-2, 11 B-4.	Conf.	AV/V		
			Card	Introducing English: Part I Lessons: 3, 10, 11, 12.	Conf.	AV/V		
			Cards	D L M Association Cards I, II	Conf.	AV/V		
	5		Card	Introducing English: Part I #99, 42, 50. Part 2: #84, 85, 86, 87, 90, 92.	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. Level P: Lesson 39 B-4.	Conf.	AV/V		
	6		BkPupl-Guide	Sounds Around the Clock: Teacher's Edition P. 42 "The House That Jack Built"	Conf.	AV/V	California State Series,	Bill Martin, Jr.
			Other	Various Toys: Use toys in room to teach simple sentences beginning with this...etc. e.g. "This is a doll."	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 7 B-2, 8 B-3, 12 B3, 20 B-4, 23 B-4, 24 A-1, 64B.	Conf.	AV/V		

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STRAND # 2. MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
4	7		Other	Various Toys. Use toys in the classroom to teach simple sentences ending with locator or adj. e.g. "The car is here." "The car is broken."	Conf.	AV/V		
			Card	Introducing English: Part I. Lessons: 1, 2, 3, 17. To adapt sentences to lesson.	Conf.	AV/V		
	8		Guide-Kit	Peabody Language Development - Level 1: Action pictures from Kit Activity Cards (Use action pictures to pattern verb-adverb separation.)	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
			BkPupl	Mother Goose Treasury: Song "Polly Put The Kettle On"	Conf.	AV/V	Coward, McCann	
	9		Guide-Kit	Peabody Lang. Dev. Level P: Story Posters--Use posters to give pattern to child.	Conf.	AV/V		
			Kit	Sullivan Readiness in Lang. Arts: Pictures #1, 8, 18, 22, 23, 28, 29, 30, 31, 78. Teacher gives lang. pattern to child using pictures: "David saw the dog and he was happy."	Conf.	AV/V	Behavioral Research Labs.	M. W. Sullivan
	10		BkPupl	My Son, The Mouse	Conf.	AV/V	Harper and Row	R. Kraus
			Card	Introducing English: Part 1. 206, 207, 208, 209, 210.	Conf.	AV/V		
	11		AudCrd	EFI Patterns-In-Phonic Series, Set #3 Nursery Rhymes, Rhymes, Rhyming Words; Set #4 Missing Parts, Animal Things, People; Set #5 Information Clothes, Food, Toys, People	Conf./Listen/View	AV/V	Electronic Futures, Inc.	
			AudCas	Minisystems Audio Cassette: Listening to Rhymes #2002	Conf./Listen	AV	Learning Systems, Inc.	
			BkPupl	Jonathan	Conf.	AV/V	Follett Publishing Co.	Eleanor G. Vance
5	1		Guide-Kit	Peabody Lang. Dev.-Level P: Cards: Clothing, Boy & Girl Manikin & Clothes. Practice possessives.	Conf.	AV/V		

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STRAND # 2 MORPHOLOGY AND 3. SYNTAX

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
5	2		Guide-Kit	Peabody Lang. Dev. Level P: Lesson 6 B-4, 7 B, 11 B-4, 26 A, 29 B-4, 101 B-4, 172 A-2				
			Other	Activity: Use children in class. Their clothing, names, personal possessions to work on possessives.	Conf.	AV/V		
			BkPupl-Guide	Sounds Around the Clock: Teacher's Edition P. 114 "This Is My Family"	Conf.	AV/V	California State Series	Bill Martin, Jr.
			BkPupl-Guide	Sounds of Home: Teacher's Edition P. 34-39	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Other	Various Toys: Use dollhouse furniture--involve child in action of putting together. ex. living room: "Here is the couch" "Here are 2 chairs." "This is a table."	Conf.	AV/VG		
	3		BkPupl-Guide	Sounds Around the Clock: Teacher's Guide P. 168-189 Here Comes Jimmy. Here Comes Jimmy's Dog.	Conf.	AV/V		
			Card	Tell Again Story Cards: The Little Red Hen. Story Level I	Conf.	AV/V	Webster Div., McGraw-Hill	
			FBMat	Flannel Board: Instructo Flannel Board Stories: 3 Billy Goats Gruff, Goldilocks & the 3 Little Bears	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. Level P: Lesson 16 #B-3, B-4, 25 #B-4, 111 A-2, 112 B-3, 164 A	Conf.	AV/VG		
	4		Other	Various Toys: Use objects in classroom--Ask child "What do you use this for?" Tchr. supplies pattern for infinitive. ex. "I use my pencil to write."	Conf.	AV/VG		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	4		Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 102A	Conf.	AV/V		
				Household cards: Ask child what do you use this for? Teacher supplies model which child imitates: ex: "I use my fork to eat."	Conf.	AV/V		
			Cards	D L M Association Cards I, II Tchr. patterns for I want to drive the car.	Conf.	AV/V	Developmental Learning Mtrls	
			FBMat	Instructo Flannel Board Materials: 3 Little Pigs story	Conf.	AV/V		
	5		Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 149 A	Conf.	AV/V		
			Record	Walt Disney Presents: "Cinderella," "Snow White"	Conf./ Listen	AV/V		
			AudCas-MulMed-SndFS	Eyegate Teach-a-Tape; SndFS #5, Set 4, 4 Stories: Caps for Sale, Little Toot, The Biggest Bear, Andy & The Lion	Conf./ Listen/ View	AV/V	Eyegate House, Inc.	Eyegate
	6		Guide-Kit	Peabody Lang. Dev. - Level P: Lesson 117 A-1, 129 A-1, 142 B-4	Conf.	AV/V		
			Record	Walt Disney Presents: "Pinocchio," "Jungle Book."	Conf./ Listen	AV/V	Walt Disney Productions	
	7		BkPupl	If You're a Bear	Conf.	AV/V	Albert Whitman & Co.	Janice May Udry
			Record	Walt Disney Presents: "The Story of Little Red Riding Hood," "The Story of Heidi"	Conf./ Listen	AV/V	Walt Disney Productions	
			Record-SndFS	Early Childhood Series #3 "Evening Series"; #4 "Watch Me Indoors"	Conf./ Listen/ View	AV/V	Bowmar Phonoview Programs	
			Kit	Study Center Kit Listening Exp.: #2 Finders Keepers (L. A. City Schools)	Conf./ Listen/ View	AV/V		
	8		Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 79 A, 118 A-1, 142 A-1, 149 A	Conf.	AV/V		

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STRAND # 2 MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	8		AudCrd	EFI Patterns-In-Phonic Series, Set #6 Directional Words, D I - D 15, D 34--D 43	Listen	AV/V	Electronic Futures, Inc.	
			Record	Bowmar Records: "Poems for the Very Young"	Listen	A/V		
6	1		Guide-Kit	Peabody Language Dev. - Level 1: Story Cards and I Wonder Cards	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
			Kit	Ginn Building Pre-Reading Skills: Kit A, Large Picture Chart	Conf.	AV/V	Ginn & Co.	
	2		Guide-Kit	Peabody Lang. Dev. Level P: Lesson 16 B, 24 A, 26 B, 34 B, 36 A, 38 B, 43 B, 49 B, 144 A-2	Conf.	AV/V		
			BkPupl	Brown Bear, Brown Bear, What Do You See?	Conf.	AV/V	Holt, Rinehart, Winston	Bill Martin, Jr.
			Kit	Ginn Building Pre-Reading Skills: Kit A Large Picture Chart	Conf.	AV/V		
			BkPupl	Which Do You Choose?	Conf.	AV/V	Holt, Rinehart, Winston	Bill Martin, Jr.
			BkP Prof	Lang. Motivating Experiences for Young Children: Moving, P. 59	Conf.	AV/V	Rose Engel, L.A.City Schools	Rose Engel
			AudCrd	EFI Patterns in Phonic Series Set #4 Missing Parts, People	Conf./ Listen/ View	AV/V		
				Set #2 Animal Sounds Info B 1 - B 18, Eval B 19 - B 36	Conf./ Listen/ View	AV/V		
			Guide-Kit	Peabody Language Dev. - Level 1: Story cards & I Wonder Cards	Conf.	AV/V		
	3		Guide-Kit	Peabody Lang. Dev.-Level P: Lesson 34A, 39A, 47A, 59B-4, 130 A-B; Cards- Fruits,Clothes	Conf.	AV/V		
			BkPupl	Where's Prancer?	Conf.	AV/V	Harper and Bros.	Syd Hoff
			Card	Tell Again Story Cards: The Kitten Who Forgot How to Mew. Story Level I, Act. #2	Conf./ Listen/ View	AV/V	Webster Div.,McGraw-Hill	

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STRAND # 2 MORPHOLOGY AND 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	4		Guide-Kit	Peabody Lang. Dev.-Level P: Fruits, clothes	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
			BkPupl-Game	Sounds Around the Clock: P. 149-160. "All Kinds of Neighbors"	Conf.	AV/V	California State Series	Bill Martin, Jr.
	5		BkPupl	Friendly Farm Animals	Conf.	AV/V	Follet Pub. Co.	Esther Meeks
			FBMat	Milton Bradley Flannel Board Materials: Primary Cut-Outs (Teacher sets language pattern for use of conjunction in subject: "The cat and the dog.")	Conf.	AV/VG		
			Game	Dolch Games: Who Gets It? Set 2. Use pictures but don't play the game.	Conf.	V/V	Garrard Pb. Co.	Edward Dolch
			BkPupl	Which Do You Choose?	Conf.	AV/V	Holt, Rinehart, Winston	Bill Martin, Jr.
			BkPupl	Follow the Leader	Conf.	AV/V	Bowmar Early Childhood Series	Marion W. Crume
	6		Kit	Peabody Lang. Dev. - Level P: Boy, Girl manikin & clothes	Conf.	AV/V		
			FS	Consonant Sounds Visualized: Possessives (Houghton-Mifflin)	Conf./View	AV/V		
			BkPupl	It's Mine	Conf.	AV/V	Harper and Row	Crosby Bonsall
			Other	Activity - Use children in class: Their clothing, names, personal possessions to work on possessives.	Conf.	AV/V		
BEGIN #2 MORPHOLOGY								
7	1		Guide-WkBk	Ginn Elem. English I-2: P. 13	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English I-1, P. 3 Use of P. 3 (see & saw); p. M 50 (give & gave). pp. 8, 19, 62.	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 121 #1 P. 149 (past tense of "saw"); Lesson 140 #1	Listen	A/V		
			Guide	Around the Corner: T 212 - 213	Conf.	A/V	Harper and Row	O'Donnell, Van Roekel
	2		Guide	Introducing English - Guide: Unit 2 Lesson 26 P. 234	Conf.	AV/V	Houghton-Mifflin Co.	Louise Lancaster

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STRAND # 2 MORPHOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
7	2		WkBk	Basic Goals In Spelling-- Book 1 Sequence A: pp. 81, 82, 85, 86	IndSt	AV/W V/W		
			Guide-Kit	Peabody Lang. Dev. - Level P: Lesson 101 #4, P. 193; record 5-B, use with Lesson 29 #4 P. 52 Lesson 101 #4 P. 191	Conf./ Listen Listen	AV/V A/V A/V	American Guidance Service	Dunn, Horton, Smith.
			Guide	Roberts English Series, Book I pp. 86, 87, 93	IndSt	V/W		
			Guide	Real & Make Believe: Guide: T 81, T 82, T 96, T 97	Conf.	AV/V	California State Series	
			Cards	D L M Association Cards I, II	Conf.	AV/V	Developmental Learning Mtrls	
	3		Guide-Kit	Use descriptive words Peabody Lang. Dev. - Level 1: Lesson #100 #1; Lesson 105 #1; Lesson #156 #2. (descriptive words to classify.)	Conf.	AV/V		
			Kit	Kit A - Ginn, Building Pre-Reading Skills: P. 91, 155, 167, 212	Listen	AV/V	Ginn & Co.	Clymer, Christenson, Russell
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 168 #2 P. 211	Listen	A/V		
			BkProf	Learning Time With Language Experiences for Young Children: P. 100-108	Conf.	AVT/ VG		
			Guide	The World Around Us, You & I, Level 1, Book 2 Teacher's Manual/Big Bk P. 7 (BRL)	Conf.	AV/V	Behavioral Research Labs	
	4		Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 108 #2	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 165 #2 P. 208	Listen	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2: Lesson 70 #2 (Adjectives to describe feelings.)	Conf.	A/V		
			Kit	Attribute Games & Problems: People Pieces.	EdGa	AVT/ VG	McGraw-Hill	Educ. Dev. Center, Inc.
			Cards	D L M Association Cards I, II	Conf.	AV/V		
	5		Card	Instructo, Words and Action: Role-Playing Photo Problems for young children.	Conf.	V/V		

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STRAND # 2 MORPHOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
							ADDITIONAL INFORMATION	
7	5		BkProf	Lang. Motiv. Experiences for Young Children: P. 188 Description (adjectives)	Conf.	AVT/VG		
			Guide-WkBk	Ginn Elementary English I-1, pp. 62, 46	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level P: Use story poster for discussion.	Conf.	V/V		
8	1		Guide-Kit	Peabody Lang. Dev. - Level P: Record 5-B "The Is-Are Song," use with Lessons 6 #1, P. 11, 7 #2, P. 12, 8 #3, P. 13, 11 #1, P. 18	Conf.	A/V		
	2		Guide	Roberts English Series: Book 1 pp. 63-64, 66-67. sing. plr. pronouns	IndSt	AV/W		
			Guide	Real & Make Believe: T 102, 114, 125, 172 (Calif. State Series)	Conf.	AV/V	California State Series	
			Guide	Introducing English: Unit 1 Lesson 9, P. 73. "Learning About More Than One"	Conf.	AV/V		
	3		Guide	Introducing English: Unit Lesson 13--"Telling About What You Do"--pp. 108, 109	Conf.	AV/V		
			Guide	Ginn Elementary English: I-1, P. M50, Pantomiming Action Words	Conf.	AV/VG		
			Kit	Ginn Kit A - Building Pre-Reading Skills: picture 1-4, 1-5, 1-6, 1-7	Conf.	AV/V		
	4		Guide	Introducing English: Unit 2, Lesson 25, P. 221 "Talking About Comparing Things."	Conf.	AV/V		
			BkProf	Lang. Motiv. Experiences for Young Children: P. 180, 191 (er-est)	Conf.	AV/V		
			Record	The Best in Children's Literature: "Values," "Smallest Boy in the Class"	Conf./ Listen	A/V		

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STRAND # 2 MORPHOLOGY

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8	4		BkPupl- Guide	Sounds of Numbers: P. 36 "What is Big?"	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Guide- Kit	Peabody Lang. Dev. - Level P: Lesson 164 #4--P. 333; Record 6-side A Lesson 163 #1 & 2, P. 329	Conf. Conf.	AV/VG AV/V		
			Card	Tell Again Story Cards: The Little Red Hen. Level 1, Box 2 (bigger-est)	Conf.	AV/V		
	5		Guide- Kit	Peabody Lang. Dev. - Level P: Lesson 4 #2, P. 7, Lesson 8 #3, P. 13 Lesson 14 #2, P. 24	Conf. Conf.	AVI/VG AVI/VG		
			WkBk	Real & Make Believe: P. 29 (Calif. State Series)	IndSt	V/W		
			Guide	Real & Make Believe: P. 29 (Calif. State Series)	IndSt	AV/W		
			Guide Kit	Peabody Lang. Dev. - Level P: Lesson 121 #2 & 3, P. 236; Lesson 158 #1 & 2, P. 319; Lesson 75 #2, P. 143	Conf. Conf.	A/V A/V		
			FS	Consonant Sounds Visualized: Plural possessive & compound words (Houghton-Mifflin)	View	V/V		
			Guide	Roberts English Series, Book 1 P. 60-61, P. 89 P. 123-124, Plurals	IndSt IndSt	AV/W AV/W	Harcourt, Brace, Jovanovich	Ross
			Guide Kit	Peabody Lang. Dev. - Level 1: Lesson 74 #2--P. 91	Conf.	A/V		
9	1		Guide	Ginn Elementary English: II-1 P. 32, 34, 56, 57, 60, M7, M8.	Conf.	AV/V		
			Guide	Bank Street - Uptown, Downtown Teacher's Guide P. 220, 280, "Developing Indpt. Reading"	Conf.	AV/V	Macmillan	
			Guide	Ginn Kit A - Building Pre-Reading Skills: Lesson D P. 257	Conf.	A/V		
			Guide- WkBk	Ginn Elem. English I-2: Poetry--P. 45; 9, 10, 48, 51, 19, 43, 44, 57.	Conf.	AV/V		
			Guide	Roberts English Series Book 1 P. 50 One Misty Moisty Morning (Descriptive words in	Conf.	AV/W		

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STRAND # 2 MORPHOLOGY

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10	1		Guide	Around the Corner, Teacher's Edition - Text: P. 103 (ing) Building Linguistic Skills, Verb Inflections, T 122 Word Structure, T 136 word structure, T 151 Verb Inflection, T 229 Word Structure, T 244, T 251, T 263 Word Structure.	Conf.	AV/VW		
			WkBk	Basic Goals in Spelling, Book 1, Sequence A: pp. 64, 65	Conf.	AV/W		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 90, #3 P. 110	Conf.	A/V		
			Guide-WkBk	Ginn Elementary English: I-1, Teacher's Guide, P. M36 Action Words	Conf.	AV/VG		
			Guide	Real & Make Believe: T 55, 104, 197 (Calif. State Series)	Conf.	AV/VW		
			Card	Ideal Action Cards (verb & ing	Conf.	AV/V		
			Guide	Introducing English: Unit 1, Lesson 13, P. 106 (verb + ing)	Conf.	AV/V		
	2		Guide	Ginn Elementary English 1-1, Teacher's Guide pp. 7 (come, came), P. 12 (eat-ate, give-gave) pp. 3, 7, 12, 62 (see-saw), P. 17 (write-wrote), P. 20 (past tense verbs)	Conf.	AV/V		
			AudCrd	Language Master: English As a Second Lang. Set #2, #242 pre-recorded cards usage manual	Conf. IndSt	AV/VW		
			Guide-Kit	Peabody Lang. Dev. - Level P: Lesson 114 #3 P. 222; Record 5B, "Yesterday, Today & Tomorrow"	Conf.	A/V		
			Guide	Ginn Elem. English I-2: Irregular verbs P. 5, 20	Conf.	AV/V		
			Guide	Introducing English: Unit 2 Lesson 18, P. 160	Conf./ IndSt	AV/V		
				reg. verbs, Unit 2, Lesson 26, P. 231, reg. & irreg. verbs	Conf./ IndSt	AV/V.		

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SEQUENCES LANGUAGE

STRAND # 2 MORPHOLOGY

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
11	1		BkPupl PI Pr	Sullivan Book 1: Book 1 Unit 2, pgs. 18-36	Conf.	V/W	Sullivan Associates	C. Buchanan
			Guide	Bank Street Uptown, Downtown: Teacher's Guide pp. 36, 370, "Word Analysis" #4 (Pl.)	Conf.	AV/B	Macmillan	
			Card	Introducing English: Unit 1 Lesson 11	Conf.	AV/VW	Houghton-Mifflin Co.	Louise Lancaster
			Guide	Roberts English Series, Second Book: Part 1, Sec. 4, pp. 29, 33.	Conf.	AV/VW	Harcourt, Brace, Jovanovich	
			Guide	Bank Street, Around the City Teacher's Guide pp. 143, 184, 236, "Word Analysis" #2.	Conf.	AV/VW		
			Card	D L M Counting Picture Cards #126.	Conf.	V/VW	Developmental Learning Mtrs	
	2		Guide-WkBk	Ginn Elementary English II-1 p. 12, 13	IndSt	V/W		
			Guide	Roberts English Series: Book 1, pp. 63,64,66,67,68, 127.	IndSt	V/W		
	3		Card	D L M Contraction Puzzle Boards. P. 214	IndSt	V/G		
			Guide	Introducing English: Unit 2, Lesson 17, 18	Conf.	A/V		
			BkPupl-Guide	Sounds of Numbers P. 58	Conf.	AV/V	California State Series	Bill Martin, Jr
			Trans	3 M Transparencies: Elemen. Punctuation. Part I, 13 V.	Conf.	V/VW	3M Company	
			Guide-WkBk	Ginn Elementary English: II-2 P. 32, 64. All contractions except "couldn't."	IndSt	V/W		
			Guide	Sounds of Laughter: P. 12-14 P. 168-169	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 124 #1	Conf.	A/V		
	4		Kit	Linguistic Sentence Tiles, Set II	IndSt	V/G	Harcourt, Brace, Jovanovich	
			Guide	Roberts Engl. Series: 2ndBk. P. 96	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English: II-2 P. 6,7.	IndSt	V/VW		
			Guide	Introducing English: Unit 2, pp. 161, 196	Conf.	A/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
11	4		Guide	Sounds of Laughter: P. 113	Conf.	AV/V		
	5		Card	D L M Sequential Picture Cards I, #127.	Conf.	V/VG		
			AudCrd	Language Master: Word Picture Program Set #2	Listen	AV/V	Bell and Howell	
			Card	Action Cards: Ideal #270 H-1	Conf.	V/VG	Ideal Co.	
			Guide	Roberts Eng. Series: Supplemental Manual Transf. Grammar p. 47	Conf.	AV/VW		
			WkBk	Basic Goals In Spelling - Book 2: Unit 24, P. 101	IndSt	V/W	California State Series	Kottmeyer & Claus
			Guide	Introducing English: Unit 2, Lesson 18, P. 161, Lesson 19, P. 171, Unit 1, Lesson 12, P. 108	Conf.	A/V		
			Guide	Bank Street Uptown, Downtown: Teacher's Guide pp. 121, 122, 274, 275.	Conf./ IndSt	AV/VW		
	6		Guide	Sounds of Laughter: P. 14 & 21	Conf.	AV/V		
			Guide	Roberts English Series: Book 2 P. 111	IndSt	V/W		
			Guide-Kit	Peabody-Lang. Dev. - Level 2: Lesson 72 #1; Lesson 67 #1	Conf.	AV/V		
			Kit	Study Center Kit Listening Exp.: #36 Compound Words. (L. A. City Schools)	Listen	AV/V		
			FS	Consonant Sounds Visualized: Plural, Possessive & Compound Words (Houghton-Mifflin)	View	V/V	Houghton-Mifflin Co.	
			WkBk	Real & Make Believe: pp. 21, 48, 64 (Calif. State Series)	IndSt	V/W		
			Guide	Bank Street My City: Teacher's Guide P. 53, "Extending Comprehension" #2	Conf.	AV/ VW AV/VWG		
				P. 246 & 7, "Extending Comprehension" #2	Conf.	AV/ VG		
	7		Guide	Bank Street Around the City: Teacher's Guide P. 28, "Word Analysis" #4	Conf.	AV/ VG		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
11	7		Guide	Roberts English Series: Book 1 pp. 116, 117, 124, 82, 83	IndSt	V/W		
			WkBk	Basic Goals In Spelling - Book 2: P. 101	IndSt	V/W		
			Guide	Roberts English Series: Book 2, pp. 100-101	IndSt	V/W		
	8		Guide	Ginn Elementary English: II-2 P. 48, 24, 18, 57, 43.	IndSt	V/W		
			Guide-Kit	Peabody Lang. Dev. Level 2, Lesson 139 #3 (question words)	Conf.	AV/V		
12	1		Guide	Roberts Eng. Series: Suppl. Manual Transf. Gram. P. 131	IndSt	V/W		
	2		BkPupl	Sullivan Programmed Reading: P. 107, 108, 136 ff	Conf.	AV/ VW		
			WkBk	Real & Make Believe: P. 50 Phonics Workbook (Calif. State Series)	IndSt	V/W		
			Guide WkBk	Ginn Elem. Eng.: II-1 P. 31	IndSt	V/W		
			Guide	Roberts Eng. Series -Transf.Gr Supplem. Man.: P. 32, 33, 34, 48, 49	Conf.	A/V		
13	1		Game	Dolch Games: The Syllable Game	EdGa	V/VG	Garrard Publishing Co.	Edward Dolch
			WkBk	Basic Goals In Spelling - Book 2: P. 135	IndSt	V/W		
			Game	Phonics We Use Learning Games, Syllable Count	EdGa	AV/G		
	2		Guide	Ginn Elementary English: II-1 P. 32, 34, 56, 57, 60, M7, M8.	Conf.	AV/V		
			Guide	Bank Street Uptown, Downtown: P. 220, 280, "Developing Indpt. Reading	Conf.	AV/V		
			Guide	Ginn Kit A - Building Pre-Reading Skills: Lesson D P. 257	Conf.	A/V		
			Guide-WkBk	Ginn Elem. English I-2: Poetry--P. 45, 9, 10, 48, 51, 19, 43, 44, 57.	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	[illegible]
13	2		Guide	Roberts English Series: Book 1 P. 50 "One Misty Moisty Morning (Descriptive words in Poetry)	Conf.	AV/W		
14	1		Game	Linguis Tricks Card Games: Who Has the Contraction?	EdGa	AV/VG	Gamecraft Enterprises	Beverly Ginn
			Transp	3 M Transparencies: Elem. Punctuation - Part I, 13 V - Contractions	Conf.	V/VW		
	2		Guide-Kit	Peabody Lang. Dev. - Level 2: Lesson 114 #1 - P. 194 (Give child choices which are mistakes, such as "isself/himself," "theirselves/themselves")	Conf.	A/V		
	3		Guide/WkBk	Ginn Elem. Eng. II-1, P. 50	Conf.	A/G		
			Game	Dolch Games. The Syllable Game	EdGa	V/VG	Garrard Publ. Co.	Edward Dolch
			Guide-Kit	Peabody Lang. Dev. - Level 2: Lesson 95 #3, P. 164	Conf.	A/V		
			Game	Phonics We Use Learning Games. Syllable Count	EdGa	AV/G	Lyons and Carnahan	
15	1		Guide-Kit	Peabody Lang. Dev. Level 3: Lesson 98 #1, P. 158	Conf.	A/VW		
			WkBk	Roberts Eng. Series #3: P. 13	Write	V/W	Harcourt,Brace,Jovanovich	Ross
			Transp	3 M Transparencies: Eng. 2A-2B, 2M-2N, Nouns & Verbs	View	V/VW		
	2		Guide	Roberts Eng. Series - Supplem. Manual Transform. Grammar p. 7	Conf.	AV/VW	Harcourt,Brace,Jovanovich	
			WkBk	Roberts Eng. Series #3: P. 21	Conf.	AV/W		
	3		WkBk	Roberts Eng. Series #3: P. 38	Conf.	AV/VW		
			Game	Linguis Tricks: Here Come De Predicates	EdGa	AV/VG		
			Transp	3 M Transparencies: English 2G-2H. Nouns & verbs.	View	V/VW	3M Company	
			Guide	Roberts Eng. Series - Supplem. Manual Transform. Grammar P. 10	Conf.	AV/W		
16	1		Guide	Roberts Eng. Series - Supplem. Manual Transform. Grammar P. 7	Conf.	AV/W		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
116	1		WkBk	Roberts Eng. Series #3: P. 64	Conf.	AV/VW	Harcourt,Brace,Jovanovich	Roberts, Ross
			Game	Linguis Tricks: The Match Game-subjects/predicates	EdGa	AV/VG	Gamecraft Enterprises	Beverly Bihn
			Game	Linguis Tricks: Here Come De Tenses-verb forms	EdGa	AV/VG		
				Verb It To Me-verb forms	EdGa	AV/VG		
	2		WkBk	Roberts English Series #3: P. 45	Conf.	AV/VW		
			Guide	Roberts Eng. Series-Supplem. Manual: Transform Grammar P.9	Conf.	AV/VW		
	3		Game	Linguis Tricks: Here Come De Tenses-verb forms	EdGa	AV/VG		
				Verb It To Me-Verb forms	EdGa	AV/VG		
			WkBk	Roberts Eng. Series #3: P. 51	Conf.	AV/VW		
			Guide	Roberts Eng. Series-Supplem. Manual Transform. Grammar P.9	Conf.	AV/VW		
	4		WkBk	Roberts Eng. Series #3: pp. 54, 55	Conf.	AV/VW		
	5		Guide	Roberts Eng. Series #3: P.124	Conf.	AV/VW		
			Guide	Ginn Elem. Eng. II-2: P. 48	Conf.	AV/VW	Ginn & Co.	
			Game	Linguis Tricks: A Pronoun Showdown-personal pronouns	EdGa	AV/VG		
			Guide	Roberts Eng. Series Book A#3: P. 60-61	Conf.	AV/VW	Harcourt,Brace,Jovanovich	Roberts
			WkBk	Roberts Eng. Series #3: pp. 26, 27	Conf.	AV/VW		
	6		WkBk	Roberts Eng. Series #3: pp. 32, 33	Conf.	V/VW		
			Guide	Roberts Eng. Series Book A#3: P. 72, 73	Conf.	AV/VW		
	7		Guide-Kit	Peabody Lang. Dev. - Level 3: Lesson 107 #1; Lesson 145 #1	Conf.	A/V		
			Guide	Roberts Eng. Series - Supp. Manual P. 7 Transform Grammar	Conf.	AV/VW		
			Game	Linguis Tricks Card Games: A Rascal of A Noun-common, proper nouns in subj. & pred.	EdGa	AV/VG		
			Guide	Roberts Eng. Series Book A#3: Personal Pronoun as subj., P. 60; Proper Noun P. 48; Determiner & C. Noun, P.36; Com. Noun, P.48; Indefinite Pronoun,	Conf.	AV/		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
17	1		WkBk	Roberts Eng. Series Book #3: P. 89	Conf.	AV/VW	Harcourt, Brace, Jovanovich	
			Guide	Roberts Eng. Series-Supplem. Manual: Transform. Grammar P. 13	Conf.	AV/VW		
			Guide	Roberts Eng. Series Book A#3: P. 207	Conf.	AV/VW		
	2		Game	Linguis Tricks Card Games: The Be Spree-"be" in sent.	EdGa	AV/VG	Gamecraft Enterprises	Beverly Bihn
			WkBk	Roberts English #3 P.77-	IndSt	V/W		
			Guide	Roberts Eng. Series-Supplem. Manual: Transform, Grammar P.11	Conf.	AV/VW		
			Guide	Roberts Eng. Series Book A#3: P. 176-7	Conf.	AV/VW		
	3		Game	Linguis Tricks Card Games: Follow That Be - sub., pred. & "Be"	EdGa	AV/VG		
			Guide	Roberts Eng. Series Book A#3: P. 182-3	Conf.	AV/VW		
			Guide	Roberts Eng. Series-Supplem. Manual. Transform. Grammar	Conf.	AV/VW		
			WkBk	Roberts Eng. Series #3: P. 79	IndSt	V/W		
	4		WkBk	Roberts Eng. Series #4: pp. 99, 107	IndSt	V/W		
			Guide	Roberts Eng. Series Book #4-B: P. 200-01, 220-21	Conf.	AV/VW		
			Guide	Roberts Eng. Series-Supplem. Manual: Transform. Grammar P. 31	Conf.	AV/VW		
18	1		WkBk	Roberts Eng. Series WkBk #4: pp. 109, 114, 118.	IndSt	V/W		
			Guide	Roberts Eng. Series Book #4-B: P. 226-27, 240, 250, 251	Conf.	AV/VW		
	2		WkBk	Roberts Eng. Series #3: P. 106	IndSt	V/W		
			Guide	Roberts Eng. Series Bk A#3: P. 244, 245	Conf.	AV/VW		
			Transp	3 M Transparencies: #3 Q-3R, 3U-3X, 3DD-3EE. Adj. & Adverbs.	View	V/VW	3M Company	

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STRAND # 2. MORPHOLOGY

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
18	3		Guide	Roberts Eng. Series Bk #4-B: P. 148-49	Conf.	AV/VW	Harcourt, Brace, Jovanovich	Paul Roberts
			WkBk	Roberts Eng. Series WkBk #4: P. 77	IndSt	V/W		
			Guide	Roberts Eng. Series-Supplem. Manual-Transform. Grammar P.24	Conf.	AV/VW		
	4		Guide	Roberts Eng. Series-Supplem. Manual-Transform. Grammar P.14	Conf.	AV/VW		
			Guide	Roberts Eng. Series Bk A#3 P. 238-9, 244-5, 250-1	Conf.	AV/VW		
			WkBk	Roberts Eng. Series #3: pp. 103-104, 106, 108.	IndSt	V/W		
	5		Guide	Roberts Eng. Series-Supplem. Man.-Transform Gram. P. 22, 41	Conf.	AV/VW		
			Game	Linguis Tricks Card Games: The Place Race-adverbials	EdGa	AV/VG	Gamecraft Enterprises	Beverly Bihn
			Guide	Roberts Eng. Series Bk #4-B P. 110-11, 116-17.	Conf.	AV/VW		
			WkBk	Roberts Eng. Series Wkbk #4: pp. 60, 62, 63.	IndSt	V/W		
	6		WkBk	Roberts Eng. Series Wkbk #4: pp. 122, 124, 138.	IndSt	V/W		
			Guide	Roberts Eng. Series Bk #4-B: P. 262-63, 268-69, 293.	Conf.	AV/VW		
			Guide	Roberts Eng. Series-Supplem. Manual Transform. Grammar P. 48-49	Conf.	AV/VW		
	7		Guide	Roberts Eng. Series-Supplem. Man.: P. 22 Transform. Gram.	Conf.	AV/VW		
			Guide	Roberts Eng. Series Bk #4-B: P. 117, 126-27.	Conf.	AV/VW		
			WkBk	Roberts Eng. Series Wkbk #4: pp. 63, 68.	IndSt	V/W		
			Transp	3 M Transparencies: 4A-4D, 40-4P, Prepositional Phrases	View	V/VW	3M Company	
	8		Guide-Kit	Peabody Lang. Dev. - Level 3; Lesson 3 #2; P. 3	Conf.	AV/W		
			BkPupl	Sounds of The Story Teller - Guide and Text Grade 3; P. 44, 45	InvEx	AV/W	California State Series	Bill Martin, Jr.
			Transp	3M Transparencies; English 2Y 2Z, 2Q-2R. Nouns & Verbs	View	V/W		
			[illegible]	Basic Goals in Spelling Book 3	Write	AV/VW	California State Series	[illegible]

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STRAND # 3. SYNTAX

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
7	1		Guide	Real & Make Believe: Calif. State Series T 61 Building Linguistic Skills, T 257 vocab. expansion	Conf.	AV/VW		
			Guide	Around the Corner Calif. State Series - Tchrs Edition: T 52 Building Linguistic Skills, T 97 Noun Verb Agreement, T 109-110 Noun-Verb phrase substitution	Conf.	AV/VW	Harper and Row	O'Donnell, Van Roekel
			Guide	Teacher's Guide To Books Sullivan - Series one - Rev. Ed. P. 215-Exercise 6, P. 206-Exercise 3: Tchr reads sentence aloud omitting subject.	Conf.	A/V	McGraw-Hill	C. Buchanan
	2		WkBk	Basic Goals In Spelling Bk 1: pp. 100-101	IndSt	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 113 #1, P. 137; Les. 121 #1 Les. 124 #1, P. 152; Les. 130 #1	Conf. Conf.	A/V A/V		
			Guide	Teacher's Guide To Books: Sullivan - Series one - Rev. Ed. P. 241, 253, 263, Exercise 3	Conf.	AV/V		
	3		Guide	Roberts Eng. Series: Book 1 pp. 52, 55, 58, 60, 63, 64, 71, 123	IndSt	V/W	Harcourt,Brace,Jovanovich	
			Guide-WkBk	Ginn Elem. Eng.: I-1 P. M 51 "How Can We Change It"	Conf.	AV/V		
			Card	Tell Again Story Cards: The Little Red Hen-Level 1	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 54 #2 P. 66	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 154 #1 P. 193	Conf.	AV/VG		

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7	4		Card	Tell Again Story Cards: Hoppity Rabbit-Level II	Conf.	AV/V	Webster Div., McGraw-Hill	
			Guide	Roberts Eng. Series Bk 1: P. 78, 79, 82 & 83, 86 & 87, 90, 93, 121, 122, 124.	IndSt	V/W	Harcourt,Brace,Jovanovich	
	5		Guide-Kit	Peabody Lang. Dev. Level 1, Lesson 149 #3, P. 187; Lesson 150 #2, P. 188; Lesson 174 #2, P. 218	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level P, Lesson #142-3, P.177 (Have children repeat Sentences.)	Conf.	A/V		
			AudCas-MulMed-SndFS	Eyegate Teach a Tape; Mother Goose Rhymes, Proverbs & Maxims.	Conf./ IndSt	AV/V	Eyegate House, Inc.	Eyegate
			AudCrd	Language Master, Set #3, Lang. Reinforcement; Set #2, Sentences	IndSt	AV/V	Bell and Howell	
	6		Guide	Sounds Around the Clock; P. 162-163 "A picture for storytelling" "The man was frightened by the tiger." P. 38-39, "The cow is pushed by the old man." Understands passive constructions.	Conf.	AV/V	California State Series	Bill Martin, Jr.
			Guide	Sounds of the Story Teller, GT. 3, P. 82 "The Steadfast Tin Soldier" "the lid was taken off" "little trees had been placed around a mirror" "she too was cut out of paper" "The other tin soldiers were put back in the box"	Conf.	AV/V		
			Guide	Roberts English Series, Book 1, P. 80 (And everything was washed aside) Understands passive construction	Conf.	AV/V		
8	1		Guide	My City Bank Street Tchr's Guide pp. 152, 153, Extending Comprehension #2	Conf.	AV/V	Macmillan Co.	

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8	1		Guide	Introducing English; P. 272 Item 13, P. 273 Item 14, Item 16, P. 273	Conf.	AV/V	Houghton, Mifflin & Co.	L. Lancaster
			Guide-Kit	Peabody Lang. Dev. - Level P, Lesson 79 #2, P. 150	Conf.	AV/V		
			Guide	Introducing English, Unit 2, Lesson 17	Conf.	A/V		
			Guide	Roberts English Series, Supplem. Manual Transf. Grammar P. 33	Conf.	A/V		
			Card-Game	D L M Spatial Relationship Cards #125	Conf.	AV/V	Developmental Learning Mtls.	
			Guide	Roberts English Series, Book #4-8, pp. 256-7, 262-63, 268-269, 278-79, 283, 286-87	Conf.	AV/V		
	2		Game	Linguistic Block Series; Pre-Primer and Primer Level	IndSt/ Conf.	AV/VG	Scott Foresman	
			Guide	Roberts English Series, Book 1, pp. 82-83, 90, 93.	IndSt	V/W		
	3		Game	Linguistic Block Series; Pre-Primer & Primer level	IndSt/ Conf.	AV/VG		
			Guide	Around the Corner, P. T 71 (scrambled sentences)	Conf.	AV/V	California State Series Harper and Row	O'Donnell, Van Roekel
			Guide-WkBk	Ginn Elementary English, I-1 pp. 52, 53, 54	Conf./	AV/VW	Ginn & Co.	
			WkBk	Basic Goals in Spelling, Book 1, Sequence A, pp. 87,88,89, 91	Conf./ IndSt	AV/W		
9	1		Guide	Roberts English Series, Book 1, P. 17 Introduces capital concept; P. 122 Review capitalization of first word in sentence	Conf.	AV/W		
			Guide	Around the Corner, T 50, T 76	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel
			Guide-WkBk	Ginn Elementary English, I-1 pp. 19, 23, 28, 29, 40	Conf./ IndSt	AV/W		
			WkBk	Basic Goals in Spelling, Book 1, Sequence A, pp. 83, 84, 85 87, 88	Conf./ IndSt	AV/W		
			BkPupl-Guide	Teacher's Guide to the Pre-reader-Stage 2, (Sullivan) pp. 47-52 Capitalize first word in Sentence	Conf.	AV/W	Sullivan Associates	C. Buchanan

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							ADDITIONAL INFORMATION	
9	1		Guide	Bank Street Uptown, Downtown Teacher's Guide P. 173, "Word Analysis" #3, P. 230, "Word Analysis" #6, 7; P. 89, "Word Analysis" #5	Conf. Conf. Conf./ IndSt	AV/VW AV/VW AV/VW	Macmillan	
	2		Guide	Ginn Elementary English I-2, P. 32, 37, 38	Conf./ IndSt	AV/W		
			WkBk	Real and Make Believe, P. 69 identify statements & questions (Calif. State Series)	Conf./ IndSt	AV/W		
			BkPupl	Teacher's Guide to the Prereader - Stage 2, (Sullivan) pp. 47-52	IndSt/ Conf.	AV/W	Sullivan Associates	C. Buchanan
	3		Guide	Introducing English, P. 272 #13 Picture Domino - (question-transformation)	Conf.	AV/V		
			Guide	Real and Make Believe, T 208, T 252	Conf.	AV/V		
			Guide-Kit	Peabody Language Development Kit - Level 1, Lesson 145 #2, P. 181; Lesson 114 #1; P. 139	Conf.	A/V	American Guidance Service	Dunn, Horton, Smith
			BkPupl	Around the Corner, T 177, T 200-201	Conf.	AV/V		
			BkPupl	Teacher's Guide to the Prereader - Stage 2 (Sullivan) pp. 47-52	Conf./ IndSt	AV/VW		
10	1		Guide-Kit	Ginn Kit A Building Pre-Reading Skills - Lesson B, Unit 5, P. 103	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1 Lesson 4 #1,2 P. 6; Lesson 48 #1, P. 59; Lesson 22 #2, P.29; Lesson 157 #1, P. 197	Conf.	AVT/VG		
			Guide-Kit	Peabody Lang. Dev. - Level 1, Lesson 3 #1, P. 5; Lesson 6 #2, P. 9; Lesson 16-1, P. 22; Lesson 23 #2, P.30; Lesson 45 #2, P. 56; Lesson 46-3, P.57; Lesson 155 #2, P.195; Lesson 158 #1, P. 198	Conf.	AV/V		

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STRAND # 3. SYNTAX

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
10	1		Guide-Kit	Peabody Lang. Dev., Level P; Lesson 3 #B-3, P. 5	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level P; Lesson 1 #1, P.1; Lesson 14 #2 P. 24; Lesson 18 #1, P.32; Lesson 22 #3 & 4, P. 39;	Conf.	AVT/VC		
				Lesson 150 #1, P. 188; Lesson 102 #1, P. 194; Lesson 169 #1, P. 344	Conf.	A/V		
			Guide-WkBk	Ginn Elem. English I-2, P. 48, 54	Conf./ IndSt	AV/W		
			Cards	D L M Sequential Cards I, II	Conf.	AV/V	Developmental Learning Mtrsl	
	2		Guide-Kit	Peabody Lang. Dev. - Level 1, Lesson 59 #1, P. 73; Lesson 63 #1, P. 78 Lesson 144 #2, P. 180; Lesson 165 #2, P. 208; Lesson 52 #1, P. 64; Lesson 55 #2, P. 67; Lesson 89 #1, P. 109; Lesson 152 #1, P. 191	Conf.	AV/V		
			Guide Kit	Peabody Lang. Dev. - Level P, Lesson 152 #1, P. 307; Lesson 108 #4, P. 131; Lesson 178 #2, P. 365; Lesson 149 #1, P. 298	Conf.	AV/V		
			Guide-WkBk	Ginn Elem. English - I-2, Developing accuracy in making descriptions P. 8, develop. vocab. of words that describe sounds P. 18, become aware of descrip. lang. in poetry pp. 19, 21, 45	Conf./ IndSt	AV/W		
			Guide	Around the Corner: T 131 Adjective Function; T 184, T 61 and 69 Vocab. Expansion; T 70 Oral Descriptions; T 76 Vocab. Expansion; T 191, 206, 208, 236 Oral Descriptions	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel
			BkProf	Lang. Motiv. Experiences for Young Children; P. 184 (verbal pictures)	Conf.	AVT/VC	Rose Engel, L.A.City Schools	Rose Engel

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
10	2		Cards	D L M Association Cards I, II - Use pictures for describing objects & animals	Conf.	AV/V	Developmental Learning Mtrls	
			Cards	D L M Sequential Picture Cards I, II, III	Conf.	AV/V		
11	1		Transp	3 M Transparencies; Elementary Punctuation. Part I, 13 A. Identifying sentences; 13 C. Words used in sentences; 13 D Kinds of sentences; 13 E. statement sentence; 13 F. Command Sent.; 13 H-I sentence for study; 13 J. correcting sentences	Conf.	AV/W	3M Company	
			BkPupl	Better Handwriting For You, workbk. #2	Conf.	V/W	Houghton-Mifflin Co.	McKee & Harrison
			Guide-WkBk	Ginn Elementary English II-1 P. 42	Conf.	V/W	Ginn & Co.	
	2		Transp	3 M Transparencies; Elementary Punctuation, Part I, 13 B. Capitalization & end punctuation of sent.; 13 G. Question sent.; 13 H.- 13 I. Sentences for study; 13 J. Correcting sentences; 13 K. - 13 L. Review	Conf.	AV/W		
			Guide-WkBk	Ginn Elementary English II-2 P. 28, 67, 70	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English I-1 P. 15	IndSt	V/W		
	3		Guide	Sounds of Laughter, Teacher's Edition - Text, P. 25	Conf.	AV/V	California State Series	Bill Martin, Jr
			Guide-WkBk	Ginn Elem. English - I-2, P.20	Conf.	A/V		
			Guide-WkBk	Ginn Elem. English - II-2, P. 30, 48	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English - II-1 P. 12	IndSt	V/W		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION: SOURCE	ADDITIONAL INFORMATION: AUTHOR
12	1		Transp	3M Transparencies, Elementary Punctuation 13-A	Conf.	AV/W		
			Guide	Roberts English Series, Second WkBk; Sect. 2, P. 5; Sect. 3, P. 8; Sect. 4, P. 12	Conf.	AV/VW	Harcourt,Brace,Jovanovich	
			Guide-WkBk	Ginn Elementary English II-1 P. 14, 16, 27	Conf./ IndSt	AV/VW		
	2		Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 80 #3, P. 136	Conf.	AV	American Guidance Service	Dunn, Horton, Smith
	3		Guide-Kit	Peabody Lang. Dev. - Level 1, Lesson 123 #1	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 62 #2, P. 108	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level P, Lesson 140 #4, P. 280; Lesson 137 #2, P. 271; Lesson 34 #2, P. 60 - use with Record 5-A, Bands 5 & 6; Record 1-B, "P. Mooney Stories"	Conf./ Listen	A/V		
			Guide-Kit	Peabody Lang. Dev. Level P, Lesson 130 #1, 2, 3, 4; Lesson 178 #2	Conf.	A/V		
	4		Guide	Roberts English Series, Second WkBk, P. 33	Conf.	A/V		
			Card	D L M Counting picture cards #126	Conf.	AV/V		
			Card	Introducing English, Unit I, Lesson II	IndSt	V/W	Houghton-Mifflin Co.	L. Lancaster
			Card	Introducing English, Unit I, Lesson II	Conf.	AV/V		
			BkPupl-PI Pr	Sullivan Programmed Reading, Book 1, 5	Conf.	AV/V	McGraw-Hill	C. Buchanan
			Cards	D L M Counting Picture Cards- Select pictures of more than one object for plurals	Conf.	AV/V	Developmental Learning Mats	
13	1		AudCrd	Language Master; Lang. Stimulation Program, Set #3 Lang. Reinforcement & Auditory Retention Span	Listen	A/V	Bell & Howell	

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
13	1		WkBk	Basic Goals in Spelling, book 2-pp. 68, 69, 72, 73	IndSt	V/W		
			Game	Linguistic Block Series, 2nd grade level	IndSt/	V/GV	Scott, Foresman	
			Guide-WkBk	Ginn Elementary English II-1 workbook, P. 38, 42, 59	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English, II-2 workbook, P. 21, 47	IndSt	V/W		
			Guide	Sounds of Laughter, P. TE 56-TE 60	Conf.	AV/VW		
			Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 173 #2; Lesson 140 #3	Conf.	A/V		
	2		Guide-Kit	Peabody Lang. Dev. - Level 3, Lesson 175 #3, P. 301 (say sentences, student repeats)	Conf.	A/V		
	3		Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 172 #1; Lesson 81 #1	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level 3, Lesson 51 #3, P. 73	Conf.	A/V		
			Guide WkBk	Ginn Elementary English, II-2 P. 47	IndSt	V/W		
	4		Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 101 #2 (Use lesson for prepositions)	Conf.	A/V		
			Card	Introducing English, Unit I, Lesson 10	Conf.	AV/V		
			Card	D L M Spatial Relationship Cards #125	Conf.	AV/V		
			Kit	Ginn Kit A - Building Pre-Reading Skills; Building Pre-Reading Skills, Unit 5, Lesson C., P. 105	Conf.	AV/V		
			Guide	Ginn Elementary English II-1 WkBk, P. 9	Conf.	AV/V		
			Cards	D L M Sequential Picture Cards II	Conf.	AV/V		
14	1		AudCrd	Language Master, Lang. Stimulation Program, Set #3	Listen	A/W		

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14	1		Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 17[illegible] #2 (Write lesson on board or ditto; have children form written compound sentences from this.)	Conf.	AV/VW		
	2		Guide-WkBk	Ginn Elementary English II-2 wkbk, P. 25	IndSt	V/W		
			Transp	3M Transparencies, Elementary Punctuation, Part I-13Q, 13P Exclamation Point.	Conf.	AV/W		
			BkPupl/ PI Pr	Sullivan Programmed Reading, Book 2, pp. 39, 69	Conf./ IndSt	AV/W	McGraw-Hill	C. Buchanan
			Guide	Teacher's Guide to Books 2-7, Sullivan, Series One - Revised Ed. P. 51	Conf.	AV/W		
	3		AudCrd	Language Master; Lang. Stimulation Program, Set #3	Listen	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 115 #3; Lesson 137 #3	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 3, Lesson 175 #3, P. 300 (Say sentences, Student repeats.)	Conf.	A/V		
	4		Guide	Introducing English; Item 13, P. 272, Item 14, P. 273, Item 16, P. 273	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-1 P. 16, 27	IndSt	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 80 #3, P. 136	Conf.	AV/V		
	5		Guide	Introducing English; Unit II Lesson 17	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 154 #1 (ask questions which require negative answer: "Does mother fly an airplane?", etc.) Lesson 124 #1	Conf.	A/V		
			Guide	Roberts English Series - Supplem. Manual Transform. Grammar - P. 57, 58	Conf.	A/V	Harcourt,Brace,Jovanovich	Roberts, Ross

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
							ADDITIONAL INFORMATION	
15	1		Guide	Roberts English Series, Book A-3; P. 4-5, 10-4, 14-15 (Tchr. Ed.)	Conf.	AV/VW	Harcourt, Brace, Jovanovich	Paul Roberts
			WkBk	Roberts English Series #3, pp. 1, 3, 5, 7	IndSt	V/W		
	2		Guide	Roberts English Series, Book A-3, pp. 19, 22-23, 31, 36-37 (Tchr. Ed)	Conf.	AV/VW		
			WkBk	Roberts English Series #3, pp. 7, 9, 13, 15	IndSt	V/W		
	3		Guide	Roberts English Series, Book A-3, P. 22-3, 60-1, 68 (Tchr.Ed.)	Conf.	AV/VW		
			WkBk	Roberts English Series #3, pp. 9, 26-27, 30	IndSt	V/W		
	4		Guide	Roberts English Series, Book A-3, P. 4-5, 10, 14, 19 (Tchr. Ed.)	Conf.	AV/VW		
			WkBk	Roberts English Series #3, pp. 5, 7	IndSt	V/W		
16	1		WkBk	Roberts English Series #3, P. 26	IndSt	V/W		
			Guide	Roberts English Series, Book A-3, P. 60-1 (Tchr. Ed.)	Conf.	AV/VW		
	2		WkBk	Roberts English Series #3, pp. 83, 86	IndSt	V/W		
			Guide	Roberts English Series, Book A-3 P. 190-1, 197 (Tchr. Ed.)	Conf.	AV/VW		
	3		WkBk	Roberts English Series, Book #4, pp. 20-21, 44	IndSt	V/W		
			Guide	Roberts English Series, Book #4 -B- P. 14-15, 69	Conf.	AV/VW		
	4		Game	Linguis Tricks; The Split Hares - Noun Phrases	EdGa	AV/VG	Gamecraft Enterprises, Inc.	B. Bihn
			Game	Linguis Tricks; The Phrase Craze - Noun Phrases, subj.-pred.	EdGa	AV/VG		
			Game	Linguis Tricks; Peppy's Phrases - Noun Phrases as subj.	EdGa	AV/VG		
			WkBk	Roberts English Series, Book #4, pp. 44, 82, 83	IndSt	V/W		

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SEQUENCES LANGUAGE
STRAND # 3. SYNTAX #4. SEMANTICS

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
16	4		Guide	Roberts English Series, Book #4 -B- P. 50, 69	Conf.	AV/VW	Harcourt,Brace,Jovanovich	Paul Roberts
	5		WkBk	Roberts English Series, Book #4, pp. 50	IndSt	V/W		
			Guide	Roberts English Series, Book #4 -B- P. 82-83	Conf.	AV/VW		
	6		WkBk	Roberts English Series, Book #4, pp. 68-69	IndSt	V/W		
			Guide	Roberts English Series, Book #4 -B- P. 126-127	Conf.	AV/VW		
17	1		Guide-Kit	Peabody Lang. Dev. Level #1 Lesson 5, #2. People cards; tchr. gives sent. patterns to form relative clause, e.g. Sent. 1 "The man who helps sick people is a doctor," etc. Add other pictures-pupil seat.	Conf.	AV/V		
18	1		Guide	Roberts English Series, Book A #3, P. 79 Ask "wh" questions for each sentence of the paragraph "Cows."	Conf.	AV/VW		
			Guide-Kit	Peabody Lang. Dev. - Level 3; Lesson 116 #1; Lesson 144 #1; Lesson 155 #1; Lesson 105 #1; Lesson 85 #1; Lesson 82 #2	Conf.	A/V		
	2		WkBk	Roberts English Series, Book #4, pp. 52, 71, 72, 120	IndSt	V/W		
			Guide	Roberts English Series, Book #4 -B- P. 88-89, 134-35, 256-57	Conf.	AV/VW		
BEGIN #4 SEMANTICS								
0	1 R		Other	Musical Items; pencil tapping under table. Timer wind-up, hide-have child find. Radio: turn on; child-finds.	Conf.	A/G		
	R		Other	Musical Toys; melody bells, drum, whistle - have child locate sound source	Conf.	A/G		
	R		Other	Activity: Teacher moves around the room while she talks. Child closes eyes and tries to locate the source of sound	Conf.	A/VG		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
0	1 E		Guide	Bank Street Teacher's Ed. to Readiness Experiences, P. 328 "What Makes This Sound?"	Conf.	A/V	Macmillan	
	E		AudCrd	E.F.I. Patterns in Phonic Series, Set #2, Animal Sounds	Conf./ View/ Listen	AV/V	Electronic Futures, Inc.	
	E		BkPupl	Roar and More	Conf.	AV/V	Harper and Row	Karla Kuskin
	E		BkProf	Golden Song Book, P. 12 - Old McDonald Had a Farm	Conf.	A/V	Golden Press	
	E		BkProf	Lang. Motivating Experiences for Young Children; Responsive Story Telling - P.205, Choral Speaking - P.198, Singing-Picture Cues - P.125	Conf.	AV/V		
	E		Other	The Bee Says; See & Say Talking Toy	Conf./ Listen	AV/V	Mattel	
	E		Other	The Farmer Says; See & Say Talking Toy	Conf./ Listen	AV/V	Mattel	
	E		Guide-Kit	Peabody Lang. Dev.-Level P; Records 6 Side B, 7 side A, "Sounds of Animals"	Conf./ Listen	AV/V	American Guidance Services	Dunn, Horton, Smith
	2 R		Other	Activity: Teacher teaches concept of "give me" by telling child "Give me your hand" Tchr. takes child's hand into her own if child does not respond.	Conf.	AV/G		
	R		Other	Various Toys; Use simple objects in room: ball, cup, doll. Teacher says "Give me the ball."	Conf.	AV/G		
	2 E		Other	Picture Books; Teacher shows simple pictures to teach imitation of words	Conf.	AV/V		
	E		Other	Various Toys; Dolls, cars, blocks, dishes. Teacher uses simple toys to teach imitation of words.	Conf.	AV/V		
	3 R		Guide-Kit	Peabody Lang. Dev.-Level P, Record Side A "The Learning Names Song"	Conf.	A/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
0	3	R	Other	Activity: Teacher makes name cards with picture of each child. Put cards on chart in room. Do group activity where teacher selects card, reads name and child comes	Conf.	AV/G		
		R	AudCas	Audio Cassette: Repeat child's full name on tape	Listen	A/V		
		E	Other	Various - Toys: dolls, cars, blocks, dishes. Tchr. uses simple toys to elicit spontaneous speech	Conf.	AV/V		
		E	BkProf	Golden Song Book; pp. 18, 33, 43, 46. Use songs to teach simple words & encourage use of words in spontaneous speech	Conf.	AV/V		
		E	Other	Picture Books: Teacher shows simple pictures & encourages spontaneous speech	Conf.	AV/V		
	4	R	Record	Making Music Your Own, IV Side 2 #7 "If You're Happy"	Conf./ Listen	A/G		
		R	Record	Music Time with Charity Bailey Clapping a Song"-Tchr. helps child clap.	Conf./ Listen	AT/G	Folkway Records	
		R	Record	Hand Rhythms; Side 1 and 2. Tchr. helps child if he cannot do it alone.	MotDev/ Conf.	AV/G	Rhythm Record Co.	
		R	BkPupl	Mother Goose Treasury - Pat-a-Cake. Tchr. moves child's hands in motion if he can't do it.	Conf.	AV/V	Coward-McCann	Illus. - R. Briggs
0	4	E	Other	Activity: Teacher gives child single commands with gesture & encourages child to verbalize as he carries out command: "Clap your hands, stand up, sit down, close your eyes."	Conf.	AV/VG		
		E	Record	Children's Hour of 28 Nursery Rhymes & Play Songs: Simple Action songs; London Bridge, Pat-a-cake, Row,row,row your boat, Ring around the Rosy. Tchr.encourages singing &	Conf.	AV/G		

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	4 E		Record	The Sesame St. Record: Up and Down, Side 1, Band 8	Listen/ Conf.	AV/VG	Columbia Records	Children's Telv. Workshop
	5 R		Other	Activity: Tchr. gives child single commands with gesture, i.e. clap your hands, stand up, sit down, shut your eyes, shake your head, come here, touch your hair	Conf.	AV/G		
	5 E		Guide-Kit	Peabody Lang. Dev. - Level P, cards: food, toy, animal, clothing. Tchr. gives language pattern for beginning 2 word phrases: daddy shirt, big boy.	Conf.	AV/V		
	E		Other	Various Toys; use simple toys ex: dolls, car, ball, block, beads, dishes, etc. Teacher gives language patterns for beginning 2 word phrases, ex: the car, a ball, big car, my cup.	Conf.	AV/V		
	6 E		BkPupl	Are You My Mother; Teacher dramatizes use of "no" throughout the book	Conf.	AV/V	Beginner Books	P. Eastman
	E		Other	Activity: Teacher teaches gesture and word together for "yes" and "no"	Conf.	AV/V		
1	1 R		FBMat	Milton Bradley Flannel Board Materials: Primary Cut Outs; Tchr. names pictures as child points	Conf.	AV/G	Milton Bradley	
	R		Other	See - Quees Puzzle: Hi Diddle Diddle, Farmer, Fish, Apple, Tree, Robin, Helping Mother, Bus trip	Conf.	V/G	Judy	
	R		Guide-Kit	Peabody Lang. Dev. - Level P, Cards: Toy, household, food, animal, clothing, Tchr. names pictures, child points	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
1	1 R		Other	Various Toys; Use common toys in room such as: cars, dolls, doll furniture, ball, cup Tchr. names object & child points	Conf.	AV/G		
	R		Other	Activity: Teach beginning verbs using action. Have child do action & talk about what he is doing, i.e. sleep, eat, drink, bye bye, walk, sit, go, hi, no, yes.	Conf.	AVT/G		
	E		Other	Various Toys: Use simple objects necessary for child's immediate use: ex: cup, car, chair, bed, spoon, cookie, shoe, brush, etc. Teacher says names for objects	Conf.	AV/VG		
	2 R		Other	Activity: Free Play Time: Teacher asks: "Do you want to play with blocks?" etc. Train if child doesn't understand	Conf.	AV/G		
	R		Other	Activity: Snack-Time. Teacher asks child i.e. "Do you want a cookie?" Watch responses or train if child doesn't understand	Conf.	A/V		
	R		Other	Activity: Teacher plays simple questions games with children such as: "Where is your hair?" or "Show me your hair, eyes." "Where is Mary?" (hide & seek game or Peek-a-boo game)	Conf.	AV/G		
	2 E		Other	Various Toys: Use simple objects necessary for child's immediate use: ex. cup, chair, spoon, bed, cookie, shoe, brush, etc. Teach names for objects, i.e. put objects in a box - pass box around. Each child takes one thing from box & tells what it is.	Conf.	AVT/VG		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
1	2 E		BkProf	Lang. Motivating Experiences for Young Children; Look & Listen, P. 164; One, Two, Three, What Did You See? P.183	Conf.	AV/V	Rose Engel, L.A.City Schools	Rose Engel
	3 R		Guide-Kit	Peabody Lang. Dev. - Level P, Lesson 5 B4	Conf.	A/G		
	R		Other	Various Toys: Tchr. uses objects in room to teach child to follow simple directions i.e. "Get the car."	Conf.	A/G		
	R		BkProf	Lang. Motivating Experiences for Young Children; Following directions, P. 43	Conf.	A/G		
	3 E		Guide-Kit	Peabody Lang. Dev. - Level P, Cards: toys, foods, household items. Teach names for objects	Conf.	AV/V		
	E		Other	Simplex Puzzles; animals of the zoo, baby pets, farmers	Conf.	V/VG		
	E		Game	Educational Cards; Around the House Lotto, Farm lotto, object lotto, zoo lotto	Conf./	AV/VG		
	4 R		Other	Activity: Tchr. uses objects in room, i.e. "Show me the table" Watch that child points	Conf.	A/G		
	R		Other	Activity: Snack Time - Tchr. asks child to show her food i.e.: "Show me your cookie," etc. Watch that child points with index finger	Conf.	A/G		
	R		Record	Hand Rhythms	Conf.	A/G		
	R		BkProf	Lang. Motivating Experiences for Young Children; Finger Plays, P. 95	Conf.	AV/G		
	4 E		Guide-Kit	Peabody Lang. Dev. Level P Lesson #3, Part A-2	Conf.	A/V		
			Audio Card	Tch. asks "What is your name?" Ch. records response.	Conf.	A/V		
			Record	Learning Basic Skills Through Music, "What Is Your Name?" Side 2 Band 5	Conf./ Listen	A/V	Children's Music Center, Inc. 5373 West Pico Blvd. Los Angeles, Calif. 90019	Hap Palmer

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
1	5 R		Game	Mr. Potato Head Game: Teacher names body parts & child points	Conf.	AV/G		
	R		Other	Various Toys: Use doll with distinct features; tchr. names body parts & child points	Conf.	AV/G		
	R		BkProf	Lang. Motivating Experiences for Young Children; Self Portraits, P. 188	Conf.	AV/VG		
2	1 R		Other	Activity: Children act out prepositions (on, under, in front of, behind), using furniture in the room	Conf.	AVT/G		
	R		AudCrd	EFI Patterns in Phonic Series; Set #6, Directional Words D1-D15, D34-D43	Conf.	AV	Electronic Futures, Inc.	
	R		BkProf	Lang. Motivating Experiences for Young Children; Outdoor Play, P. 104	Conf./ MotDev	AV/G		
	1 E		Other	Visual Motor Perception; Teaching Materials, Hammer and Nail	IndSt	AV/G	Teaching Resources, Inc.	
	E		Other	Various Toys: Tchr. uses objects: comb, cup, scissors, ball, crayon. Give child object - have him demonstrate use	Conf.	AV/G		
	E		Other	Various Toys: Use toy doll furniture to teach, prepositions on, under, behind, in front of.	Conf.	AV/G		
	E		Kit	Children's World: Special days, Rabbit & Chicken puppets Use puppets to demonstrate use of common objects	Conf.	AV/G	Holt, Rinehart, Winston	Wettlaufer, et al
	E		Guide-Kit	Peabody Lang. Dev. - Level P, Household cards numbers 6, 13, 17, 23, 24, 25, 26, 30, 32, 35, 39, 41, 43. Show child card & have him demonstrate use.	Conf.	AV/G		

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2	2 R		Card	Introducing English; Part I, Lesson 1, 2, 3.	Conf.	AV/G		
	R		Record	The Best in Children's Literature; "Values" "Smallest Boy in the Class"	Listen/ Conf.	A		
	R		BkPupl	Father Is Big	Conf.	AV	Bowman Early Childhood Series	Ruth & Ed Redlauer
	R		BkPupl	Animal Babies	Conf.	AV	Harper and Row	Ylla & Arthur Gregor
	R		BkPupl	The Little Elephant	Conf.	AV	Harper and Row	Ylla & Arthur Gregor
	R		BkPupl	The Little Giant Girl and The Elf Boy	Conf.	AV	Harper and Row	Else Minarick
							Harper and Row	Ruth Krauss
	R		BkPupl	The Growing Story; Tchr. reads and helps child understand concepts of little/big	Conf.	AV		
	R		Guide/ Kit	Peabody Lang. Dev. - Level P, Magnetic Geometric Shapes (big little), Plastic Fruits (large small), Teacher names sizes, child points	Conf.	AVT/G		
	R		Guide	The World Around Us; You & I, Level 1, Book 1: (BRL) P. 8 - little-big.	Conf.	AV/G	Behavioral Research Labs.	
	2 E		Other	Paper & Crayons: Child uses paper & crayons to draw. Tchr encourages child to verbalize	Write/ Conf.	AV/VG		
	E		Record	Making Music Your Own; Record II, Side 1, Let's Go Walking, Side 2, Galloping Horses; Record III, Side 1, 2) Running	Conf./ MotDev	A/VG	Silver Burdett Co.	
	E		Record	This is Music for Kindergarten & Nursery School; Side B, Roll on the Ground, Jumping & floppily, Walking on your tiptoes; Side C, Rocking	Conf./ MotDev	A/VG	Allyn & Bacon	
	E		Record	Exploring Music; Record I, "Clapping Land" "Stretching Song" Record 7, "Dance in a Circle" "Can you Dance"	Conf./ MotDev	A/VG		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
2	2 E		Other	Various Toys: Bldg. blocks & tinker toys: child uses bldg. blocks & tinker toys in the room to build - teacher encourages child to verbalize	IndSt/ Conf.	V/V		
	3 R		Guide/ Kit	Peabody Language Dev. - Level P, Manikins, Teacher names body parts, child points	Conf.	AV/G		
	R		Other	Various Toys: Use a doll-child points to body parts	Conf.	AV/G		
	3 E		Guide-Kit	Peabody Lang. Dev. - Level P, Lessons 5 A-1, 6 A-1, 7 B-2, 8 A-1, 10 B-4, 11 A-1	Conf.	AV/V		
	E		AudCas/ MulMed/ SndFS	Eyegate Teach a Tape: Mother Goose Rhymes, Proverbs & Maxims	Conf./	AV/V	Eyegate House, Inc.	Eyegate
	E		Other	Activity: Teachers encourage children to participate in sharing time - watch for 3-4 word sentences - pre-school	Conf.	AV/V		
	4 R		Guide/ Kit	Peabody Lang. Dev. - Level P, Lesson 5 B-4, 10 B-4, 26 B-4	Conf.	A/G		
	R		Other	Activity: During exercises or music time present directions i.e. "Stand tall, face the wall, jump up high, reach for the sky." Child follows.	Conf.	AV/G		
	R		Other	Simplex Puzzles: Assorted pictures - Teacher gives command	Conf.	AV/G		
	R		Record	Nothing to Do - Side 1, Band 2	Conf./ Listen/	AV/G	Young People's Records	
	4 E		Guide-Kit	Peabody Lang. Dev. - Level P, cards: household, people, toy, food, animal, teach naming.	Conf.	AV/V		
	E		Other	Various Toys: Toys in an object box - doll house, furniture & doll family, dishes, dress up clothing	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
2	4	E	Kit	Children's World: Cards of Pets, Home & Community & Animals. Use card sets for developing vocabulary by naming	Conf./ MotDev	AV/V	Holt, Rinehart, Winston	Wettlaufer, et al
		E	BkPupl	The Cat in the Hat; Beginner Book Dictionary. Large picture book for naming	Conf.	AV/V	Random House	P. Eastman
		E	Other	Simplex Puzzles: Animal cut outs, Boats-Pigs, Cars - Chickens	Conf.	AV/V		
	5	E	AudCas	Audio Cassette; make cassette tape "who is ___" (naming children in class.) "I am ___." Use with child functioning at 2 yr. level	Listen/ Conf.	A/V		
		E	BkPupl	Outdoors and In: P. 27 "The Pony Ride" P. 39 "A Cake for Daddy" P. 13 "The Train Ride."	Conf.	AV/V	Harper and Row	Van Roekel
		E	BkPupl	Just for Fun; P. 35 "Little Donkey."	Conf.	AV/V	Harper and Row	O'Donnell, Van Roekel
		E	BkPupl	I Like Cats	Conf.	AV/V	Bowmar	Marion Crume
		E	Record	Singing Games, Album #2; "I See YOU"	Conf./ Listen	A/V	Bowmar Educ. Records	
3	1	R	Guide-Kit	Peabody Lang. Dev. - Level P, Use People Cards 1-7. Toy Cards. Tchr teaches concepts: "Who is this?" "What is This?"	Conf.	AV/V		
		R	BkPupl	The Best Word Book Ever; tchr. teaches concept of "Who & What"	Conf.	AV/V		
		R	Kit	Sullivan, Readiness in Lang. Arts: Use pictures to teach concept "who-what"	Conf.	AV/V	Behavioral Research Labs.	M. W. Sullivan
	1	E	Record	Bowmar Records; Fun with Language	Listen	A/V		
		E	Record	Learning Basic Skills Thru Music - "What is your Name?" Side 2, Band 5	Conf./ Listen	A/VG	Children's Music Center, L.A.	Hap Palmer
		E	Guide-Kit	Peabody Lang. Dev. - Level P, Lesson 14 A-1, 27 A-2, Record: Learning Names Song.	Conf./ Listen	A/V		
		E	MulMed/ SndFS	Hello Somebody Bowmar	Conf./ Listen/ View	AV/V	Bowmar Phonoviewer Programs Music Series/Action Songs	

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
3	1 E		BkProf	Lang. Motivating Experiences for Young Children; Birthday Celebration, P. 42	Conf.	AVT/VG		
	E		BkProf	Lang. Motivating Experiences for Young Children; Identification P. 44, Lunch Time or Nutrition Time, P. 45, Speech Reading Game, P. 50; Singing to Ind. Child, P. 127; Who's Knocking at my Door, P. 133; Ball Game, P. 84	Conf.	AV/V		
	E		Guide	The World Around Us, You & I, Level 1, Book 1; Name, P. 11, 12, BRL	Conf.	AV/V	Behavioral Research Labs.	
	2 R		Guide	Sounds Around the Clock: P. 88 "Sun On the Clover"	Conf.	AV/V	California State Series	Bill Martin, Jr.
	R		Other	Various Toys: Teacher uses toy doll & furniture to teach prepositions on, under, behind, in front of.	Conf.	AVT/G		
	R		Other	Activity: Children act out prepositions (on, under, in front of, behind) using furniture in the room	Conf.	AVT/G		
	2 E		Guide-Kit	Peabody Lang. Dev. - Level P, People Cards; Teach sex differences	Conf.	AV/V		
	E		Guide	Sounds Around the Clock: P. 114, "This Is My Family"	Conf.	AV/V		
	E		Other	Activity: Tchr. uses children in class - Have them (boys & girls separately) line up on opposite sides of room. Teach sex differences	Conf.	AV/G		
	3 R		Card	Tell Again Story Cards: The Three Bears - Story Level II. The Kitten Who Forgot to Mew. The Little Red Hen	Conf./ Listen/ View	AV/V	Webster Div. McGraw-Hill	
	R		Guide	Sounds Around the Clock: P. 59 "My Little Brother"	Conf.	AV/V		

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3	3	R	Kit	Sullivan, Readiness in Lang. Arts; pictures #23, 36, 39, 40, 41, 42, 43	Conf.	AV/V		
	3	E	Game	Edu-cards: Around the House Puzzle Lotto	IndSt/ Conf.	AV/V		
		E	Guide	Sounds of Numbers; P.60, 134 Picture for Storytelling	Conf.	V/V	California State Series	Bill Martin, Jr.
		E	Guide	Sounds of Home: P. 33, 47	Conf.	AV/V	California State Series	Bill Martin, Jr.
		E	Guide	Sounds Around the Clock: "Here is a Picture for Storytelling" P. 38, 77, 144, 162	Conf.	V/V	California State Series	Bill Martin, Jr
	4	R	Guide-Kit	Peabody Lang. Dev. - Level P, Household cards: child points to the picture as teacher says, "Show me the one you sleep on," etc.	Conf.	AV/G		
		R	Card	D L M Motor Expressive cards I & II. Teacher puts cards out. Child points to the two that go together.	Conf.	AV/G		
		R	Game	Edu-Cards; Around the House Lotto: Child points to picture as tchr. says, "Show me the one you sleep on."	Conf.	AV/G	Edu-Cards Mfg. Corp.	
	4	E	Game	Edu-cards: Around the House Puzzle Lotto	IndSt/ Conf.	AV/V		
		E	Guide	Sounds of Numbers: P. 60, 134 Picture for Storytelling	Conf.	V/V		
		E	Guide	Sounds of Home; P. 33, 47	Conf.	AV/V		
		E	Guide	Sounds Around the Clock: "Here is a Picture for Storytelling" P. 38, 77, 144, 162	Conf.	V/V		
		E	AudCas/ MulMed/ SndFS	Eyegate Teach a Tape: Mother Goose Rhymes, The Old Woman Who Lived in a Shoe, Poems for Children	Conf./ Listen/ View	A/V	Eyegate House, Inc.	Eyegate
		E	BkProf	Lang. Motivating Experiences for Young Children: Secrets P. 167	Conf.	AV/V		
		E	Other	Activity: Teacher encourages children to participate in sharing time - uses 4+ verbal response	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
3		E	Guide-Kit	Peabody Lang. Dev. - Level P, Lessons 5 A-1, 6 A-1, 7 B-2, 8 A-1, 10 B-4, 11 A-1	Conf.	AV/V		
	5	R	Guide-Kit	Peabody Lang. Dev. - Level P, Lessons 5 B-4, 10 B-4, 16 A1-2 17 A-1, 65 B-4	Conf./ IndSt	AV/V		
		R	Record	The Best In Children's Literature: "The Five Senses"	Listen	A/G		
		R	Record	Learning Basic Skills Thru Music: "Put Your Hands in the Air" Side 1, Band 2	Listen/ Conf./ MotDev	AV/VG		
		R	Guide	The World Around Us, You & I, Level 1, Book 1; P. 19	Conf.	AV/G	Behavioral Research Labs.	C. Buchanan
	5	E	Guide	Sounds Around the Clock; P. 138, "The Sun is a Star"	Conf.	AV/V		
		E	Guide	Sounds of Home; P. 49, "Good Night Mr. Beetle"	Conf.	AV/V		
		E	BkPupl	Good Night Mr. Beetle	Conf.	AV/V	Holt,Rinehart,Winston	Leland B. Jacobs
		E	BkPupl	Wake Up City	Conf.	AV/V	Lothrop, Lee, Shepard	Alvin Tresselt
		E	BkPupl	Good Morning, Good Night	Conf.	AV/V	Holt,Rinehart,Winston	B. Comden & A. Green
		E	BkPupl	Wake Up Farm	Conf.	AV/V	Lothrop, Lee, Shepard	A. Tresselt
		E	BkPupl	Sun Up	Conf.	AV/V	Lothrop, Lee, Shepard	A. Tresselt
		E	Other	Teach a Time Clock; Use for concept of Day & Night	Conf.	V/V	L. A. City Schools	
		E	Record	Learning Basic Skills Through Music - Record, Vol. 1 "This is The Way We Get Up--" Side 2, Band 2.	Conf./ Listen/ MotDev	AV/VG		
		E	MulMed/ Record/ SndFS	Bowmar Phonoviewer Programs: Early Childhood, Series #3, Side 1 "Morning", Side 1 "Evening"	Listen/ View Conf.	AV/V	Bowmar	
		E	Record	Making Music Your Own, Record I, Side 1, (3) Good Morning to You; Record II, Side 1, (10) Good Morning; Record VI, Side 1, (4) Morning on The Farm	Conf./ Listen	A/V	Silver Burdett & Co.	
	6	R	Other	Modern Sorting; sorting boxes, Long-Short concept	Conf./ InvEx	AVT/V		
		R	Guide	The World Around Us, You & I, Level 1, Book 1, long & short P. 38, 41 BRL	Conf.	AV/V	Behavioral Research Labs.	C. Buchanan

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
3	6	R	BkProf	Lang. Motivating Experiences for Young Children: Peg Board Game, P. 185	Conf.	AV/V		
		R	Other	Arithmesticks: Long, short concept	InvEx/ Conf.	AVT/V		
		R	Other	Quisennare Colored Rods, Long-Short concept	InvEx/	AVT/V	L. A. City Schools	
		R	Ditto-Sten-Kit-Record	Listening Experience, Study Center, "Inch by Inch" Kit, Records #23 (L. A. City Schools)	Listen/ Conf.	A/V		
	6	E	Guide	Sounds Around the Clock P. 114 "This is my Family"	Conf.	AV/V		
		E	Guide	Sounds of Numbers: P. 36 "What Is Big?"	Conf.	AV/V		
		E	Guide	BRL, The World Around Us, You & I Level 1, Book 1, P. 1	Conf.	AV/VG		
	7	R	MulMed-SndFS	Walk to School	Conf./ Listen/ View	AV/VG	Bowmar Phonoviewer Progra	
		R	BkPupl	Working Wheels	Conf.	AV/G	Holt,Rinehart,Winston	Helen Webber
		R	BkPupl	Follow the Leader	Conf.	AV/G		
		R	BkPupl	I Am Andy: Tchr names actions & child points to pictures	Conf.	AV/G	Alfred A. Knopf	C. Steiner
		R	Card	Ideal Action Cards: Teacher says - child points	Conf.	AV/G		
		R	Guide-Kit	Peabody Lang. Dev. - Level 1, Activity cards: Tchr. says patterns, child points	Conf.	AV/G		
		R	Guide	BRL, The World Around Us, You & I, Level 1, Book 2, P. 68, 71	Conf.	AV/G		
		R	Card	Introducing English; Part I, Lesson 13. Tchr. says, child points	Conf.	AV/G		
		R	Guide	BRL The World Around Us, You & I, Level 1, Book 1, P. 4, 32. Recog, actions in pictures	Conf.	AV/G		
	8	R	Other	See-Quees Puzzle, Goldilocks	Conf.	AV/V	Judy	
			FBMat	Instructo Flannel Board Stories, 3 Little Pigs, Goldilocks & 3 Bears, 3 Billy Goats Gruff	Conf.	AV/V	Instructo	

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
3	8 R		Cards	Tell Again Story Cards, Little Red Hen Story Level 1, Chicken Little Story Level 1, The Three Bears Story Level 1.	Conf./ Listen	AV/V		
4	1 R		Guide-Kit	Peabody Lang. Dev. - Level P, Lessons: 112 B-4, 118 A-2, 143 B-4, 145 B-4, 147 B-4	Conf.	A/G		
	R		Other	Activity: Tchr. says to child place a small object, i.e. penny, eraser, etc. behind your ear, over your head, on your nose, under your chair." Supply a model if needed.	Conf.	AV/G		
	R		Card	D L M Spatial Relationship Cards I. Use cards that show: on, under, in front of, behind. Given four cards, child points to preposition stated by teacher, ex: "Show me the picture of the girl on the bed."	Conf.	AV/G	Developmental Learning Mtrls	
	R		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Chldhd. Series #4; Follow The Leader	Conf./ Listen/ View	AV/VG	Bowmar	
	1 E		Kit	Instructo Activity Kit: The classification game	Conf./ IndSt	AV/VG		
	E		Kit	Children's World; Animals: 1 Set of cards, 2 records (animals & animal sounds.) 2 books (wild animals & what we do see)	Conf./ Listen	AV/V	Holt,Rinehart,Winston	Wettlaufer, et al
	E		Guide-Kit	Peabody Lang. Devel. - Level P, Lesson 14 B-3, 21 B-4, Use Peabody pictures for categorizing: Animals, Food, Toys Use plastic fruits from kit to categorize	Conf.	AV/V		
	E		Guide	The World Around Us, You & I, Level 1, Book 1, P. 41, 43, 45, 46 BRL	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
4	1 E		Cards	D L M Association Picture Cards I, II	Conf.	AV/V		
	E		Guide	The World Around Us, You & I, Level 1, Book 2, P. 50, 51 BRL	Conf.	AV/V	Holt,Rinehart,Winston	Bill Martin, Jr.
	E		BkPupl	Let's Eat: Broad categorization - food	Conf.	AV/V		
	2 R		BkProf	Learning Time with Language Experiences for Young Children P. 38, "Thinking About Things."	Conf.	A/V		
	R		Record	Susan Sings Songs; Sesame St., Side B, Band 2, If You're Happy & You Know It	Conf./ Listen	A/G		
	R		Card	Tell Again Story Cards: The Three Bears, Story Level II, The Kitten Forgot to Mew, The Little Red Hen	Conf./ Listen/ View	AV/V		
	R		Kit	Sullivan Readiness in Lang. Arts; pictures #23, 36, 39, 40, 41, 42, 43	Conf.	AV/A	Behavioral Research Lab.	M. W. Sullivan
	2 E		Other	Paper & Crayons: Child uses paper & crayons to draw. Tchr. encourages child to verbalize	Cont./ Write	AV/V		
	E		Other	Various - Toys: Building blocks and tinker toys: child uses " " and " toys to build. Teacher encourages child to ferbalize	Conf./	AV/V		
	3 R		Record	Learning Basic Skills Thru Music: "Put Your Hands in the Air," Side 1, Band 2	Conf./ Listen	AV/VC	Children's Center Records-LA	Hap Palmer
	R		Record	Come on and Join Into the Game Side 1, Band 1	Conf./ Listen	A/VC	Columbia Records	
	R		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 85 B-4, 100 B-4, 158 B-4	Conf.	A/G		
	R		Other	Activity: Play Game, "do as I do" - child does movements - follows teacher, i.e. Teacher says: 1) Raise your hand, 2) Raise your hand & tap your head, 3)Raise your hand & tap your head & clap your hands, 4) etc.	Conf./	AV/G		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
4	3 R		Other	Activity: Teacher gives 3 commissions for child to carry out e.g. "Stand up" "go to the door" "close the door"	Conf./ MotDev	A/G		
	3 E		Kit	Instructo Activity Kit	EdGa/ Conf.	AV/V		
	E		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 156 B-4	Conf.	A/V		
	E		BkPupl	What is Sour What is Sweet?	Conf.	AV/V	Holt, Rinehart, Winston	Helen Webber
	E		BkPupl	Tommy and Dee Dee	Conf.	AV/V	Henry L. Walck, Inc.	Y. Liang
	E		Card	Tell Again Story Cards: The Kitten Who Forgot How to Mew, Story Level I, Act. #2	Conf./ Listen/ View	AV/V		
	E		FBMat	Flannel Board Materials; Opposites #33, Milton Bradley	Conf.	AV/V	Milton Bradley	
	4 R		Ditto-Sten/ Record	Listening Experience, Study Center Kit; L. A. City Schools Lesson 21 - "Jump or Jiggle"	Conf./ Listen	AV/G		
	R		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 23 B-4, 28 B-4, 40 A-2 106 A-2, 119 A-1, 135 A-2, 150 B-4	Conf.	AV/VG		
	R		Guide-Kit	Sullivan, Readiness in Lang. Arts: Teachers Manual, P. 36, Lesson 7, pic. cards 38-41	Conf.	A/VG		
	R		Cards	D L M Motor Expressive Cards I, II	Conf.	AV/G		
	R		Card	Introducing English, Part I, Lesson 13, 112-151	Conf.	AV/V		
	R		Record	Learning Basic Skills Through Music - Record, Vol. 1 - "This is the Way We Get Up" Side 2, Band 2	Conf./ Listen/ MotDev	AV/VG		
	R		Record	The Square Song - Sesame St. Clap, Clap, Clap, Side 1 Band 6 -	Conf./ Listen	AV/VG		
	R		Record	Creative Rhythms for Children Animal Rhythms. Garden Varieties	Conf./ Listen/ MotDev	A/G	Creative Rhythms for Children	B. James
	R		Record	A Visit to my Little Friend	Conf./ Listen	AT/VG		

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4	4 R		Record	My Playful Scarf: Give child scarfs (2). Child uses scarfs for rhythmic movements such as: birds flying, a tree in the wind, etc.	Conf./ Listen	A/VG		
	R		Record	Nothing to Do; Side 1, Band 2	Conf./ Listen/ MotDev	AV/G	Young People's Records	
	R		Record	Band 1-Train to the Zoo; Zoo Train - Monkey Song. Band 2 - Train to the Farm; Train Song--Peeking Song, Planting Song.	Conf./ Listen	A/V	Young People's Records: All Aboard	
	R		MulMed/ Record/ SndFS	Bowmar Phonoviewer Programs Music Series, Action Songs IV, all songs in series	View/ Conf./ Listen	AV/VG	Bowmar	
				What Shall We Do: "If You're Happy" "Bingo"		AV/G		
	R		Other	Activity: Teacher puts child in charge of a familiar activity: i.e. "This is the way we trace in school (drink our juice)" to the tune of "Here We Go Round the Mulberry Bush"	Conf.	AV/G		
	4 E		Other	Various - Toys: Grab bag: reaching in bag child feels objects but does not examine. Tchr. asks - "Is it little or big?" "Rough or Smooth?"	Conf.	AVT/VG		
	E		BkProf	Lang. Motivating Experiences for Young Children; P. 137 Apples, P. 141 Floating, P.151 Dressing Bag, P. 152 Feeling to See, P. 153 Sea Shell Hunt, P.155 Tactile Discrim., P.156 Tactile Sorting, P.193 Assoc. of Smells, P. 195 Tasting, P. 213 Soapsuds, P. 214 Water activity.	Conf.	AVT/V		

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4	4 E		Record	The Best in Children's Literature "The Five Senses"	Conf./ Listen	A/V		
	E		BkPupl	If You Were an Eel How Would You Feel	Conf.	AV/V	Follett Pub. Co.	Nina & Howard Simon
	E		Kit	Beginning Science Materials: Boxes of different textures	Conf./ InvEx	VT/V		
	E		AudCas	Creative Arts for Young Imaginations: "Does a Cat?" "It makes me feel Good" "Soft as a Cloud"	Conf./ Listen	A/V	Learning Systems Corp.	
	E		Guide	The World Around Us, You & I Level 1, Book 1, P. 24 - senses	Conf.	AV/V	Behavioral Research Labs.	C. Buchanan
	E		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 19 B-3, 49 B-3, 53 A-2 B-3, 68 A-1, A-2; Record: The Elephant that Did not Know How to Listen	Conf.	AVT/V		
	5 R		Guide	The World Around Us, You & I Level 1, Book 1, P. 19, 20, 21, 22, 23 BRL	Conf.	AV/G		
	R		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 12 B, 16 A, 17 A; Use Manikins to teach body parts	Conf.	AV/V		
	R		MulMed-SndFS	Where is Thumbkin?	Conf./ Listen/ View	AV/G		
	R		Record	Listening & Moving; Dev. Percep. Mtr. Abilt. of Primary Level Child: Dev. of Body Awareness & Position in Space	Conf./ Listen	AV/G		
	R		Record	The Sesame St. Record, Side 1, Band 3, "I've Got Two" Band 6 "Everybody Wash" - Side 2, Band 6 "Rub your Tummy"	Conf.	AV/G	Columbia Records-Children's Television Workshop	
	R		BkProf	Learning Time with Language Experiences for Young Children P. 12, "Parts of your Body" P. 13, "Touching"	Conf.	AV/G		
	R		Record	Bowmar Records, Singing Games Album #1, "Our Exercises"	Conf./ Listen	A/G		

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4	5 E		Kit	Study Center Kit Listening Exp. Los Angeles City Schools; #11, The Three Bears; #12, Squirrels & Chipmunks; #9, The Billy Goats Gruff; #10, Three Little Pigs	Conf./ Write/ Listen	AV/VW		
	E		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 5 A-2, 6 A-1, 34 A-1 - A-2	Conf.	AV/V		
	E		Record	Walt Disney Presents: The Story of Little Red Riding Hood	Conf./ Listen	AV/V	Walt Disney Productions	
	6 R		FBMat	Flannel Board Aids: Community workers (Tchr. gives pattern for use of object pronoun)	Conf.	AV/V	Instructo, Milton Bradley	
	R		Other	Various - Toys: Use toys in room to pattern object - pronoun usage (i.e.) "Give the car to him."	Conf.	AV/V		
	R		Guide-Kit	Peabody Lang. Devel. Level P, Fruit, manikin, clothes; Tchr. patterns ex. "Put the coat on her."	Conf.	AV/V		
	6 E		Guide	Sounds of Numbers, P. 36 "What is Big?"	Conf.	AV/V		
	E		AudCrd	EFI Patterns in Phonic Series Directional words D16-D33, D44-D55	Conf./ View/ Listen	AV/V	Electronic Futures, Inc.	
	7 E		Card	Tell Again Story Cards: The Kitten Who Forgot How to Mew, Story Level 1, #8	Conf./ Listen/ View	AV/V		
	E		Other	The Farmer Says: See & Say, Talking Toy	Conf./ IndSt	AV/V		
	E		Other	The Bee Says: See & Say, Talking Toy	Conf./ IndSt	AV/V		
	E		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 114 A-1, 152 B-4, 166A-2	Conf.	AV/V		
	8 E		Card	Ideal Action Cards	Conf.	AV/V		
	E		AudCrd	Language Master Prog. Set 2 Verbs: Action Words	Conf.	AV/V		

ADDITIONAL INFORMATION

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SEQUENCES LANGUAGE
STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	1 R		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 50 B	Conf.	AV/G		
	R		Other	The World Around Us, Level 2, Book 2 (BRL); Big Book only; use pictures, P. 59	Conf.	AV/G		
	R		MulMed-Record/ SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #3, "That's What It Is"	Listen/ PraSk	AV/G		
	1 E		Guide	The World Around Us, You & I, Level 1, Book 1 (BRL); Age, P. 9, 18	Conf.	AV/VG		
	E		Guide	Sounds of Home; P. 62, "Happy Birthday Henry"	Conf.	AV/V		
	E		BkPupl	Winnie the Pooh, Story: "In which Eeyore Has a Birthday & Gets Two Presents." Tchr. discusses age in relation to birthdays	Conf.	AV/V	Chappell, Warren	A. A. Milne
	E		BkPupl	Mr. Rabbit and the Lovely	Conf.	AV/V	Harper and Row	Charlotte Zolotow
			MulMed-Record-SndFS	Present Bowmar Phonoviewer Programs: -Early Childhood Series #1, "What is a Birthday Child?"	Conf./ View/ Listen	AV/V		
	E		Other	Activity: Child holds up his fingers and counts out or tells age	Conf.	AVT/VG		
	E		Other	Audio Flashcard: Make an index card to attach to an audio flashcard stating child's age e.g., I am 5 yrs. old. Teacher helps child make recording card	Listen	AV/V		
	2 R		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early childhood Series #3, "Three Baby Chicks"	View/ Listen	AV		
	R		Kit	Sullivan - Readiness in Lang. Arts; pictures #42, 43, 44	Conf.	AV/V		
	R		Card	Edu Card Mix & Match: Child finds proper match to make whole person. Develops concept of first, middle, last	Conf.	AV/G	Edu-Cards Mfg. Co.	

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	2	R	Card	Tell Again Story Cards: The Three Billy Goats Gruff, story level II, Act. #7	Listen/ View/ Conf.	AV/V	Webster Div., McGraw-Hill	
		R	Card	Tell Again Story Cards: Hoppity Rabbit, story level II, Act. #1	Listen/ View	AV/V		
		R	Guide	The World Around Us, You & I, Level 1, Book 1 (BRL) P. 71 - first - last	Conf.	AV/G		
		R	Other	Instructo Magnetic Counting Discs, Box F.	Conf.	VT/VG	Instructo	
		R	Other	Three Billy Goats Gruff Puzzle	Conf.	AV/V		
		R	Other	Visual Motor Perception; Teaching Materials; Fruit & Animal Puzzles	Conf.	AV/G	Teaching Resources, Inc.	
		R	Other	D L M - People Puzzle	Conf./ IndSt	AV/G	Developmental Learning Mtrls	
	2	E	Cards	D L M Visual Memory Cards I, II - selected card tchr. points	Conf.	AV/G		
		E	Other	Various - Toys: With an object i.e. toy car, doll. Play "I have one." "She has one" "They have one."	Conf.	AV/VG		
		E	Card	Introducing English: Part I, Lesson 13; cards 112-151	Conf.	AV/V		
		E	Guide	Sounds Around the Clock; P. 59 "My Little Brother," P. 22 "Baby Elephant."	Conf.	AV/V		
		E	Guide-Kit	Peabody Lang. Dev. Level P, Lesson 112 B-3	Conf.	AV/V		
		E	BkPupl	Baby Elephant	Conf.	AV/V	Holt, Rinehart, Winston	Patricia K. Miller
		E	Game	Lotto Game: Learning Color - Same & Different	Conf.	AV/VG		
		E	Other	Activity: Teacher & children name colors of their clothing	Conf.	AV/GV		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	2 E		BkProf	Lang. Motivating Experiences for Young Children; P. 123 Singing Color Game, P. 138 Color Experiences, P. 161 Color Association, P. 177 Color Car Game, P. 178 Color Circle Matching, P. 179 Color Matching	Conf.	AV/V		
			Cards	D L M Color Association Cards	Conf.	AV/V		
	3 R		Bk Prof	Lang. Motivating Experiences For Young Children; P. 181 Grouping; P. 182 Guessing Game	Conf.	AV/V		
			Guide	The World Around Us, You and I (BRL) Level 1, Book 1. P. 6, 38 same--different				
	3 E		Guide	The World Around Us, You & I, Level 1, Book 1; (BRL) P. 1, 2, 4, 24	Conf.	AV/VG		
	E		AudCrd	EFI Patterns in Phonic Series Set #7: Likeness & Differences	Conf./ Listen	AV/V	Electronic Futures, Inc.	
	E		Kit	Study Center Kit - Listen Exper. L. A. City Schools Lesson #17 Color-Record & Ditto Masters.	Conf./ Listen/ Write	A/W		
	E		Guide-Kit	Peabody Lang. Dev. Level P: Lessons: 9 B-3, 15 A-1-A-2, 42, 46, 61 B-4, 146 B-4	Conf.	AV/V		
	E		BkPupl	Mr. Rabbit and The Lovely Present	Conf.	AV/V		
	E		Guide	Sounds of Numbers; P. 62 "What is Pink?"	Conf.	AV/V		
	E		BkPupl	Brown Bear, Brown Bear, What Do You See?	Conf.	AV/V	Holt,Rinehart,Winston	Bill Martin, Jr.
	E		Record	Learning Basic Skills Thru Music: "Colors" Side 1, Band 1	Conf./ Listen/ MotDev	AV/VG		
	E		Record/ Book	Exploring Music: Book 1 - Record 5 - "Little Red Caboose"	Listen Conf.	A/V	Holt, Rinehart, Winston	
	E		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #4, "An Apple is Red"	View/ Listen/ Conf.	V	Bowmar	

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SEQUENCES LANGUAGE
STRAND # 4. SEMANTICS

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
5	3 E		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #2. "Colors"	Listen/View	AV/V		
			Cards	D L M Same or Different Colors	Conf.	AV/V		
	4 R		Other	Activity: Teacher stands students in a line. Teaches concept of first, last, middle in line.	Conf.	AV/G		
	R		Guide-Kit	Peabody Lang. Devel. Level P, Lesson 7 B, 14 B, 34 A, 63A-3 150 B-3, 151 B-3	Conf.	AV/V		
	R		Kit	Instructo Activity Kit: The Classification Game	Conf./ EdGa	AV/V		
	R		BkProf	Lang. Motivating Experiences for Young Children, P. 218 Categories	Conf.	AV/V		
	R		Other	The World Around Us; Our Town, Level 2, Book 1 (BRL) Big Book only; Use pictures.	Conf.	AV/V		
	R		Kit	Sullivan - Readiness in Lang. Arts; Lesson 1, 10, 11	Conf. Write	AV/VW	Behavioral Research Lab.	M. W. Sullivan
	R		Kit	Sullivan - Readiness in Lang. Arts; Using the Colorbooks 1-3, Lesson 14, Lesson 15.	Conf./	AV/VW		
	R		Card-Game	D L M Association Picture Cards I	Conf.	AV/VG		
	R		FBMat	Flannel Board Materials: Zoo Animals; Our Pets. Instructo	Conf.	AV/V		
	R		BkPupl	The Hat Book	Conf.	AV/V	Golden Press	Leonard Shortall
	R		BkPupl	Friendly Farm Animals	Conf.	AV/V		
	R		BkPupl	Which Do You Choose?	Conf.	AV/V		
	R		BkPupl	The Bunny Book	Conf.	AV/V	Golden Press	Richard Scarry
	R		AudCrd	EFI Patterns in Phonic Series Set #2, Animal Sounds, Farm, Zoo.	Conf./ Listen	AV/V	Electronic Futures, Inc.	
	R		Other	Pictures; material: fruits, animals	Conf.	AV/V		
	R		Record	Walt Disney Presents: Walt Disney's "Zoo Songs"	Conf./ Listen	A/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
5	4 R		Record	Learning Basic Skills Through Music - Record, Vol. 1, "What Are You Wearing?"	Conf./ Listen MotDev	AV/VG		
	4 E		BkProf	Lang. Motivating Experiences for Young Children; P. 56 Big Sale Today, P. 58 Grocery Store	Conf.	AV/VG		
	E		BkPupl	Ten Pennies for Candy	Conf.	AV/V	Holt, Rinehart, Winston	H. R. Wing
	E		BkPupl	The Pot Bank: Teaches money concept	Conf.	AV/V	J. B. Lippincott Co.	Yen Liang
	E		Other	Money: Use simple coins to teach names of money	Conf.	AVT/V		
	5 E		Record	Walt Disney Presents: "The Story of Little Red Riding Hood."	Conf./	AV/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 5 A-2, 6 A-1, 34 A-1 A-2	Conf.	AV/V		
	E		Kit	Study Center Kit - Listen Exper. L. A. City Schools The Three Bears, #12 Squirrels & Chipmunks, #9 Three Billy Goats Gruff, #10 Three Little Pigs	Listen/ Conf./ Write	AV/VW		
	6 E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 141 A, 169 B-4	Conf.	AV/V		
	E		AudCrd	EFI Patterns in Phonic Series Directional Words, Eval. B 11 -B 20, B 36 - B 53	Listen/ Conf.	AV/V		
6	1 R		Game	Teach Me: Pre-Primer Words	Conf./ EdGa	AV/V	Lyons and Carnahan	
	R		Record	Listen & Do Records: 1-4, 5-8 9-12, 13-16	Conf./ Listen	A/G	Houghton, Mifflin Co.	
	R		MulMed-Record-SndFS	Bowmar Phonoviewer Programs Early Childhood Series #3, "Three Baby Chicks"	Conf./ View/ Listen	AV		
	R		MulMed-Record-SndFS	Bowmar Phonoviewer Programs Early Childhood Series #3, "Morning"	Conf./ View/ Listen	AV/G		
	R		AudCas	Creative Arts for Young Imaginations: "Does A Cat?"	Listen- Conf.	AV/VG	Learning Systems, Inc.	

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	1 R		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 73.B, 78 B, 89 B	Conf.	AV/G		
	1 E		BkProf	Learning Time with Language Experiences for Young Children P. 34, "What Can you Do?" Pantomiming.	Conf.	AV/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 36 A, 40 B	Conf.	AV/V		
	E		Other	Pictures - Material: Common fruits, Farm & ranch animals, pets.	Conf.	AV/V		
	E		Guide	The World Around Us, You & I, Level 1, Book 2, P. 30, 63 BRL	Conf.	AV/V		
			Cards	D L M Association Cards I, II	Conf.	AV/V		
	2 R		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Music Series, Action Songs #4 "What shall we Do?" "If You're Happy"	Listen/View/FA	A/G		
	R		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 12-B, 16-A, 17 A, 20 B, 26 B, 27 B, 36 B	Conf.	AV/VG		
	R		Guide	Bank Street, Teacher's Ed. to Readiness Experiences: "Perceiving Relationships #4"	Conf.	A/V		
	R		Record	Developing Body-Space; Perception Motor Skills, Album 1	Conf./Listen	AV/G	Classroom Materials Co.	
	R		Record	Let's Play A Musical Game Side 1 - Band 2, "Put Your Finger in the Air"	Conf./Listen/MotDev	A/G	Columbia Records	
	R		Other	Various - Toys: Dolls - Use to teach body parts	Conf.	AV/VG		
	R		Record	Nothing to Do; Side 1, Band 2.	Listen/Conf./	AV/G		
	R		Record	The Sesame St. Record: Side 1, Band 6, "Everybody Wash Side 1, Band 3, "I've Got Two" Side 2, Band 6, "Rub Your Tummy"	Conf.	AV/G	Columbia Records-Children's Television Workshop	

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	2 R		Record	Susan Sings Songs; Sesame St. Side B, Band 5 - What Are Little children Made Of; Side B, Band 1 - Right in the Middle of My Face	Listen/ Conf.	A/G		
	2 E		Other	Various-Toys: Bring an apple & knife - cut apple and have child observe. Ask questions to establish concepts of taste, smell, size, etc. Have child summarize i.e. "This apple is round & red & hard & sweet & smells good."	Conf./ InvEx	AVT/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Story Posters	Conf.	AV/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 80 A, 81 A, 85 A, 86 A, 91 A, 109 A	Conf.	AV/V		
	E		BkPupl	An Anteater Named Arthur	Conf.	AV/V	Houghton, Mifflin Co.	Bernard Waber
	E		BkPupl	It's Schooltime	Conf.	AV/V	Holt, Rinehart, Winston, Inc	Kelly Deshali
	E		BkPupl	The Moon Jumpers	Conf.	AV/V	Harper and Row	Janice May Udry
	E		Other	The World Around Us, Level 2, Book 2; (BRL) Big Book only; use pictures, P. 60	Conf.	AV/V		
	E		Guide	(BRL) The World Around Us, You & I - Level 1, Book 2, P. 21, 22	Conf.	AV/V		
	E		Kit	Building Pre-Reading Skills Kit A (Ginn & Co.) Large picture chart: L 1, L 16, L 2, L 3, L 15, L 4, L 14.	Conf.	AV/V		
	E		Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies; all pictures	Conf.	AV/V	Holt, Rinehart, Winston, Inc	F. & G. Shaftel
	E		Pic	The Earth, Home of People - Beginner's Book: pictures #1, 3, 5, 6, 7, 8, 9, 10, 11, 13, 16, 19, 22, 24, 25, 29	Conf.	AV/V	Silver, Burdett Co.	Edna Anderson

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	2 E		BkProf	Lang. Motivating Experiences for Young Children; P. 184, Peek Box	Conf.	AV/V		
	E		Other	BRL The World Around Us; Our Town - Level 2, Book 1 - Big Book only; use pictures, Descrip. comment, P. 5,6,7,8	Conf.	AV/V		
	E		Record	Bowmar Records: "Fun with Language" CL #14	Conf./ Listen	A/V		
	3 E		Guide	Bank Street, Teacher's Ed. to Readiness Experiences, P. 32, "Perceiving Relationships #4"	Conf.	A/V		
	E		MulMed/ Record/ SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #2, "Do you suppose Miss Riley knows?"	Conf./ Listen/ View	AV/V		
	E		Other	Various-Toys: Teacher puts a collection of every day objects in center of table i.e. tin foil plate, toothpick, bottle opener, pencil, chalk. Provide a question clue & ask children to pick the right object i.e. "What do you write on paper with?"	Conf.	AV/V		
	E		Kit	Study Center Kit: L. A. City Schools Listen. Exper. #31, Stop & Help, #32, Helpers	Conf.	AV/V		
	E		BkProf	Learning Time With Language Experiences for Young Children P. 39, "What Would You Do?"	Conf.	AV/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 102 A, 105 A, 116 A	Conf.	AV/V		
	E		FS	Community Services Series: "The way you keep safe," "The way you live"	Conf./	AV/V		
	E		BkPupl	Where Did Josie Go?	Conf.	AV/V	Lothrop, Lee and Shepard	Helen E. Buckley

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SEQUENCES LANGUAGE
STRAND # 4. SEMANTICS

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
6	4 E		BkPupl	Let's Be Enemies	Conf.	AV/V	Harper and Row	Janice May Udry
	E		Other	Playskool Animals & Their Homes Animals & Their Homes card board matchings.	Conf.	AV/VG	Playskool	
	E		FBMat	Flannel Bd Mat'ls; Classification Game Sets 1,2,3 Instructo	Conf.	AV/V		
	E		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #2, "Benny's Four Hats"	Listen/View/Conf.	AV/V		
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons 28 B, 34 B, 54 A, 90 A	Conf.	AV/V		
	E		Kit	Instructo Activity: The Classification Game	Conf./EdGa	AV/VG		
	E		Kit	Instructo Activity: Kit (verbalize relationships)	Conf.	AV/V		
	E		Other	Activity: Teacher says "I'm going to say a word & I want you (child) to tell me what goes with that word or what it makes you think of... i.e. bread, mother, dog, mouse, hat, house, eggs.				
	E		Guide	Bank Street Teacher's Ed to Readiness Experiences; p. 32, "Perceiving Relationships #4"	Conf.	A/V		
	E		Guide	BRL The World Around Us, You & I - Level 1, Book 2, P. 5, 6, 33 - verbalize relationships	Conf.	AV/G		
	E		Guide	BRL The World Around Us, You & I - Level 1, Book 1; P. 34, 35, 36, 37, 66	Conf.	AV/V		
	E		Kit	Ginn, Building Pre-Reading Skills, Kit A-Language-Large picture charts: L 16, L 15, L3, L5, L7	Conf.	AV/V		
	E		AudCas	Audio Cassette: Creative Arts for Young Imaginations: "Does A Cat?" Minisystems	Listen/Conf.	AV/V	Learning Systems, Inc.	
	E		Other	Playskool Landscape, Peg Set	Conf.	AV/V	Playskool	
	E		BkPupl	Let's Talk About the World	Conf.	AV/V	Holt, Rinehart, Winston	5 year-old children

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
6	4 E		Cards	D L M Association Picture Cards	Conf.	AV/V	Developmental Learning Mtrls.	
	E		Cards	D L M Same or Different Color Cards	Conf.	AV/V		
	E		Cards	D L M Same or Different Size Cards	Conf.	AV/V		
	E		Cards	D L M Motor Expressive I, II	Conf.	AV/V		
	5 E		Other	Various-Toys: Dolls-used to teach eye, elbow, thumb	Conf.	AV/VG		
	E		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Music Series, Action Songs #4 "Where is Thumbkin?"	Conf./Listen/View	AV/VG	Bowmar Phonoviewer Programs	
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lessons: 12B, 16A, 17A, 20B, 26B, 27B, 36B	Conf.	AV/VG		
	E		Record	The Sesame St. Record, Side 1 Band 6, "Everybody Wash"	View Conf.	AV/VG	Columbia Records-Children's Television Workshop	
			Ditto	D L M Body Concepts	Conf.	AV/W		
	6 E		Guide	Sounds of Numbers; P. 36 "What is Big?"	Conf.	AV/V		
	E		Other	Instructo Magnetic Counting Discs Box F	Conf.	AV/VG		
	E		MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series, #1, "Father is Big"	Conf./Listen/View	AV/V		
	E		BkPupl	What is Big	Conf.	AV/V	Holt, Rinehart, Winston	H. R. Wing
	E		BkPupl	Millions & Millions and Millions	Conf.	AV/V	Vanguard Press	Louis Slobodkin
	E		BkPupl	The Littlest Rabbit	Conf.	AV/V	Harper and Row	R. Kraus
	E		FBMat	Flannel Board Materials: Flannel Numbers (1-10) Instructo	Conf.	AV/VG	Instructo	
	E		Guide-Kit	Peabody Lang. Dev. Level P, Lesson 125 A	Conf.	AV/V		
	E		Cards	D L M Counting Cards I - to teach more	Conf.	AV/V		
7	1		Guide	(BRL) The World Around Us, You & I - Level 1, Book 2, P.31,55	Conf.	AV/V		

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							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
7	1		AudCrd	EFI Patterns in Phonic Series Set #4, Missing parts, animals, things, people	IndSt	AV/V		
			Other	The World Around Us, Our Town, Level 2, Bk. 1 Big Bk. only; use pictures P. 18, 48 (BRL)	Conf.	AV/V		
			Other	BRL The World Around Us, Level 2, Bk. 2, Big bk only; use pictures, P. 40, 46	Conf.	AV/V		
			Other	People in Action - Role playing & discussions photo for Elem. Soc. Study, all pictures	Conf.	AV/V		
			Guide	Bank Street Teacher's Ed. to Readiness Exper. - P. 32, "Perceiving Relationships #4"	Conf.	A/V		
			BkPupl	Mr. Jolly's Sidewalk Market	Conf.	AV/V	Holt, Rinehart, Winston	Laura Jean Allen
			BkPupl	The Social Sciences, Concepts & Values: pp. 8-11	Conf.	AV/V	Harcourt, Brace, Jovanovich	Ctr. for St. of Inst.
			Guide-Kit	Peabody-Level P, Lesson 142 #3, P. 284	Conf.	AV/V		
	2		Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 87 #1, P. 107; 122 #2, P. 150; 128 #3, P. 158; 167 #2, P. 210	Conf.	V/VG		
			Guide-Kit	Peabody Lang. Dev. - Level P; Lesson 119 #2 & 3, P. 232	Conf.	AV/V		
			Other	BRL The World Around Us, Our [illegible] Level 2, Book 1, Big Bk only; use pictures: P. 25, 27, 28, 29, 31, 41, 58, 66, 70	Conf.	AV/V		
			BkPupl	Tulips - Science Story Without Words	Conf.	AV/V	Holt, Rinehart, Winston	John Peterson
			Card	Ideal Action Cards	Conf.	AV/V		
			Pic	The Earth, Home of People - Beginner's Book, pictures: #1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 19, 22, 24, 25, 27, 29, 30	Conf.	AV/V	Silver Burdett Co.	
			Guide	BRL The World Around Us, You & I, Level 1, Book 2: P. 12, 14, 15, 18	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
7	2		Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies; all pictures	Conf.	AV/V	Holt,Rinehart,Winston,Inc.	F. & G. Shaftel
			Guide	Bank Street Teacher's Guide to Readiness Experiences; P. 41, "Additional Language Activities #2"	Conf.	AV/G		
			BkPupl	The Social Sciences - Concepts & Values (Red) P. 33, pp. 48-51, pp. 54-59	Conf.	AV/V	Harcourt,Brace,Jovanovich	
	3		Guide	BRL The World Around Us, You & I, Level 1, Book 2; P. 46	Conf.	AV/V		
			Other	See-Quees, Puzzle: Sequence Puzzles.	IndSt	V/VG		
			BkPupl	I Am Andy	Conf.	AV/V		
			Guide-WkBk	Ginn Elem. English - I-2: Sequential order, P. 41	Conf.	AV/V	Ginn & Co.	
			BkPupl	Birds in Winter Time	Conf.	AV/V	Holt,Rinehart,Winston,Inc.	Allen Bitzen
			Card	D L M Sequential Picture cards I #127 & II #161	Conf./EdGa	V/VG		
			Kit	Try Kit, Task 1, 2, 3: Sequential order of Pictures	IndSt	V/VG		
			BkPupl	The Social Sciences - Concepts & Values (Blue) P. 80, 81, 83, 84, 85	Conf.	AV/V		
			BkProf	Lang. Motiv. Experiences for Young Children; P. 200 (sequence)	Conf./IndSt	AVT/VG		
			Guide-MulMed	Bank Street Teacher's Guide to Readiness: P. 325, "What do You See?" P. 37, "Additional Long Activities #2 (refer to Weston Woods-"Three Billy Goats Gruff")	Conf. Conf.	AV/V AV/VG		
			Guide-WkBk	Ginn Elementary English I-1 P. 9	Conf.	AV/V	Ginn & Co.	Reid & Crane
			Other	BRL The World Around Us, Level 2, Book 2, Big Book only; use pictures: P. 11, 39, 45, 58	Conf.	AV/VG		

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SEQUENCES LANGUAGE
STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
7	3		Cards	D L M Sequential Picture cards I, II, III	Conf.	AV/GV		
	4		Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big book only; use pictures: P. 6, 10, 11, 14, 15, 34, 39, 45, 53, 72; P. 12, 13, 16, 17	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level P; Use "I Wonder" cards to create conversation	Conf.	V/V	American Guidance Service	Dunn, Horton, Smith
			Pic	The Earth, Home of People - Beginner's book, pictures #5, 7, 8, 10, 22, 29	Conf.	AV/V		
			Other	People in Action - Role playing & discussion photographs for Elem. Soc. Studies: all pictures	Conf.	AV/V	Holt, Rinehart, Winston	F. & G. Shaftel
			BkPupl	The Social Sciences: Concepts & Values - Red pupil book, P.32	Conf.	AV/V	Harcourt, Brace, Jovanovich	
			Card	Instructo Words & Actions: Role playing photo problems for young children	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Use "Story Poster" to create conversation	Conf.	V/V		
			Other	BRL The World Around Us, Level 2 Book 2, Big book only; use pictures: P. 9, 57	Conf.	AV/V		
			Guide-MulMed	Bank Street Teacher's Guide to Readiness P. 62, "Additional Lang. Activities #1"	Conf.	A/V		
			Cards	D L M Sequential Cards I, III	Conf.	A/V		
	5		WkBk	Roberts English Series, First Book, P. 113; P. 98	Conf./ IndSt	AV/VW		
			Other	BRL The World Around Us, Our Town - Level 2, Bk 1, Big book only; use pictures: P. 13,14, 15,16,17,49,50	Conf.	AV/V		
			Card	Instructo Words & Actions - Role playing problems for Young children	Conf.	A/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
							ADDITIONAL INFORMATION	
7	5		Pic	The Farth, Home of People - Beginner's Book: pictures 3, 7, 8, 11, 22, 29	Conf.	AV/V	Silver Burdett Co.	Edna Anderson
			MulMed-Record-SndFS	Bowmar Phonoviewer Programs: Early Childhood Series #4	Listen/View/Conf.	AV/V		
			Kit	Ginn Kit A; Building Pre-Reading Skills: Lesson B- The Animal Store; picture M- 27, P. 162	Conf.	AV/V	Ginn & Co.	
			Guide-Kit	Peabody Lang. Dev. - Level 1, Lesson 82 #1, P. 102	Conf.	AV/V		
			Guide	Teacher's Guide to Readiness Experiences, P. 32, Perceiving Relationships #4	Conf.	A/V		
			Guide	BRL The World Around Us, You & I - Level 1, Book 2; P. 19, 20, 23, 60, 61, 62, 65	Conf.	AV/V		
			WkBk	Roberts English Series, First Book, P. 103	IndSt	V/W	Harcourt,Brace,Jovanovich	
	6		BkPupl	The Adventures of Paddy Pork	Conf.	AV/V	Harcourt,Brace,Jovanovich	John Goodall
			AudCas	Audio Cassette: Creative Arts for Young Imaginations, #6101 6102: Talking Telephant Blues, It Makes Me Feel Good - "Does a Cat?" "It Makes me Feel Good" "Spring Fever," "Soft as a cloud," "Talking Telephant Blues"	Conf./Listen	AV/VW	Learning Systems, Inc.	
			Other	People in Action - Role Playing & Discussion Photo for Elem. Soc. Studies, all pictures	Conf.	AV/V		
			BkPupl	What Whiskers Did	Conf.	AV/V	Henry Walck, Inc.	Ruth Carroll
			Guide-	Peabody Lang. Dev. - Level P; Lesson 124 #3, P. 244	Conf.	A/V		
			Cards	D L M Sequential Cards I, III	Conf.	AV/V		
			WkBk	Roberts English Series: First Book, P. 108, P. 113	IndSt	V/W		

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SEQUENCES LANGUAGE
STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
7	6		Other	The World Around Us, Our Town Level 2, Book 1, Big bk. only; use pictures: P. 9, 12 anticipates outcome of pictured happening, P. 13, 21, 34, 37, 46, 49, 50	Conf.	AV/V	Behavioral Research Lab.	C. Buchanan
			Pic	The Earth, Home of People - Beginner's Book: pictures 4, 7, 8, 11, 22, 29	Conf.	AV/V		
			Kit	Ginn Kit A - Building Pre-Reading Skills: Lesson B "The Animal Store, picture M-27, P. 162, 75, 130, 132, 133, 136, 139, 170, 253, 275	Conf.	AV/V	Ginn & Co.	
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 82 #1 P. 102	Conf.	AV/V		
			Guide	Teacher's Guide to Readiness Experiences: P.32, "Perceiving Relationships - #4"-Bank Street	Conf.	A/V		
	7		Pic	The Earth, Home of People - Beginner's book, pictures 4, 12, 25	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1: Lesson 27 #3, P.35; Lesson 51 #2, P. 63. Lesson 66 #2, P.81; Lesson 70 #2, P.85. Lesson 76 #2, P. 94; Lesson 84 #3, P.104. Lesson 175 #2, P.219	Conf.	A/V		
			FBMat	Flannel Board Materials; Opposite concepts #33; Discovering opposites	Conf./ Ind.St.	AV/VG	Milton Bradley	
			Kit	Instructo Activity Kit: #1012 discovering opposites	IndSt	V/G		
			AudCes	AudCasette: Classification Opposites, Sequence #2716 –	Listen	AV/V	Ideal Co.	

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
7	7		Ditto-Kit-Record	Listening Experience, Study Center: Lesson 37, "opposites" (L. A. City Schools)	Listen	A/V		
			Guide-WkBk	Ginn Elementary English I - 1 P. M 50, language games, opposites	Conf.	AV/V		
			Guide-MulMed	Bank Street Teacher's Guide to Readiness P. 139, "Additional Lang. Activities #1"	Conf.	A/V	Macmillan	
			Guide	Introducing English: "Looby Loo" - Singing game. Directional Commands right & left, pp. 275-4	Conf.	A/V	Houghton-Mifflin Co.	L. Lancaster
			Cards	Ideal classification and opposites.	Conf./ IndSt	AV/VG	Ideal Co.	
			Cards	Ideal Magic cards--opposites	Conf. IndSt	AV/VW		
	8		Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons 28 #3, P. 37; Lesson 31 #4, P. 40; 170 #3, P. 213	Conf.	A/G		
			Guide-Kit	Peabody Lang. Dev. - Level P; Lessons 85 #B-4; 87 B-4; 98 A-2, Lessons 108 #A-2; 159 #B-4 94 #4, P. 180; 104 #2, P. 199. Lessons 118 #2, P. 230; 122 #4 P. 239; 147 #4, P. 295	Conf.	A/VG		
			Guide	Ginn Elementary English, I-1, P. M47 #7 Following Directions	Conf.	AT/VG		
			Guide	Ginn Elementary English, I - 1, P. M49-50 Following directions	Conf.	AVT/CV		
			Guide-MulMed	Teacher's Guide to Readiness P. 91, "Here We go Looby-Loo"	Conf.	A/VG	Macmillan	Bank Street College
			Other	BRL The World Around Us, Our Town - Level 2, Bk 1; Big bk. only; use pictures, P. 2 - left-right side of street	Conf.	AV/V		
			AudCrd	EFI Patterns in Phonic Series Set #6, Directional Words	IndSt	AV/V		

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STRAND # 4. SEMANTICS

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
7	8		BkProf	Lang. Motiv. Experiences for Young Children: P. 97 (Directions)	Conf.	A/G	Rose Engel, L.A.City Schools	Rose Engel
			Record	Exploring Music-Book 1 - Record 6 - #7, "Looby Loo" To use with singing game. (Introducing English)	Listen	A/V	Holt, Rinehart, Winston	
	9		Card	Tell Again Story Cards: Level 1 and 2	Conf.	AV/V	Webster Div., McGraw-Hill	
			Guide	Real and Make Believe: P. T76 T156, 175-176, 262, 223 (L. A. City Schools)	Conf.	AV/V		
			Guide Kit	Peabody Lang. Dev. - Level 1: Lessons 82 #3, P. 102; 85 #3, P. 105; 102 #1, P. 123; 157 #2, P. 197	Conf.	A/V	American Guidance Service	Dunn, Horton, Smith
			Guide-Kit	Peabody Lang. Dev. - Level P; Lessons 115 #2, P. 223; 142 #3, P. 284; 145 #1, P.290; 145 #2, P. 159	Conf.	A/V		
8	1		Pic	Instructional Materials: Zoo animals, fruits, farm 7 ranch animals	Conf.	AV/V		
			WkBk	Roberts English Series - First Book, P. 96-97	IndSt	V/W		
			Other	BRL The World Around Us, Level 2, Book 2; big bk. only; use pictures, P. 54	Conf.	AV/V	Behavioral Research Labs	C. Buchanan
			BkProf	Lang. Motiv. Experiences for Young Children: P. 59-"Moving" P. 64 - "Restaurant" P. 65 - "Santa's Visit" P. 66 - "Shoe Shining" P. 94 - "Dressing the Baby" P. 218 - Categories, P. 221 - Going on a picnic, P.225 - Remembering	Conf.	AVT/VG		
			Aud Crd	EFI Patterns in Phonic Series Set #5; Information: clothes food, toys, people	IndSt	AV/V	Electronic Futures, Inc.	

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STRAND # 4. SEMANTICS

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
8	1		FBMat	Instructo Flannel Board Materials: Zoo Animals; classification game-Sets 1,2,3; Our Pets	Conf.	AV/V		
			Card	D L M Association Picture cards I #124. -Given cards child will sort cards & name objects according to general classification	EdGa Conf.	V/VG AV/VG	Developmental Learning Mtrls	
			Kit	Instructo Activity Kit - The Classification Game.	EdGa	V/VG		
			Guide	Bank Street Around the City: P. 60, "Word Analysis #2"	Conf.	V/V	Macmillan	
			Cards	Ideal Magic Cards Seq.	Conf. IndSt	AV/W		
			Cards	Ideal Classification & Opposites	Conf. IndSt	AV/VG		
			Guide	BRL The World Around Us, You & I, Level 1, Book 2: P. 29, 30, 52, 53, 54, 55, 63	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1, Lessons: 10 #2, P. 15; 15 #3, P. 21; 20 #3, P. 27; 30 #2, P. 39; 42 #1 & 2, P. 53; 41 #2, P. 52; 92 #1, P. 112; 101 #1 & 2, P. 121; 171 #1, P. 214; 9 #3, P. 14; 13 #1 & 2, P. 18; 26 #1, P. 34; 27 #1, P. 35; 36 #1, P. 46; 39 #2, P. 50; 69 #1 & 2, P. 69; 75 #1, P. 93; 78 #1, P. 97; 81 #1, P. 100	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level P, Lessons: 23 #3, P.40; 8 #21, P. 13; 34 #3, P.60; 58 #2, P. 109; 83 #3, P. 158; 116 #1, P. 225; 146 #1, P. 292; 151 #3, P. 304; 152 #2, P. 307; 159 #3, P. 321; 162 #1, P. 327; 172 #3, P. 353; 177 #3, P. 363	Conf.	AV/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
8	1		Guide-Kit	Peabody Lang. Dev. - Level 1, Lessons: 31 #2, P. 40; 46 #1, P. 57; 47 #2, P. 58; 88 #2, P. 108; 176 #2, P. 221; 177 #3, P. 223; 49 #3, P. 61; 50 #2, P.62; 52 #2, P. 64; 58 #3, P. 72; 62 #1, P. 77; 84 #2, P. 104; 91 #2, P. 111; 147 #2 & 3, P. 184; 170 #2, P. 213; 173 #2, P. 216	Conf.	AV/V		
			Guide-Mul Med	Bank Street Teacher's Guide to Readiness: P. 183 - "Teaching-Word Analysis #6, & Teaching-Word Analysis #7	Conf.	V/V		
			Cards	D L M Association Cards I, II	Conf.	AV/V		
	2		Guide	The World Around Us, You & I, Level 1, Book 2, P. 26	Conf.	AV/V	Behavioral Research Labs	C. Buchanan
			Guide	Introducing English: Unit 2 Lesson 21, P. 188	Conf.	AV/V		
			BkPupl	Switch On the Night	Conf.	AV/V	Pantheon Books	Ray Bradbury
			Guide	Sounds Around the Clock; P.138 "The Sun is a Star" - P.191 "Day Song" - P. 164 "Summer Morning"	Conf./ IndSt	AV/V	California State Series	Bill Martin, Jr.
			Guide-Kit	Peabody Lang. Dev. - Level 1, Lesson 96, 2 #3, P. 116; Lesson 119 #1, P. 146	Conf.	AV/V		
			MulMed-Record-SndFS	Bowmar Phonoviewer: Early Childhood Series #3, "Morning" "Evening"	Listen/ View	AV/V	Bowmar Phonoviewer Programs	
			Record	Exploring Music: Book 1, Record 2-side A: 1) Good Morning Henry Sunshine, 2) Twilight, 3) Good Night. Book 1, Record 7 - Side B: 1) Bright Stars, Light Stars, 2) Morning is Come.	Conf./ Listen	A/V	Holt, Rinehart, Winston	
			Record	Making Music Your Own: Record II - "All Day, All Night" - Record IV - "Morning On the Farm" - Kindergarten	Conf.	A/V	Silver, Burdett Co.	

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
8	3		Guide	Around the Corner: T 47, T 85, T 91, T 153, T 240, T 265, T 277	Conf.	A/V	Harper and Row	O'Donnell, Van Roekel
			Guide	Ginn Elementary English I-1 P. M51 - "What Would Happen If" pp. 41, 48, 49	Conf.	AV/V		
			Guide-Kit Kit	Peabody Lang. Dev. - Level 1; Lessons: 118 #1, P. 145; 116 #2, P. 141; 44 #2, P. 55; #54-#1, P. 66; 55 #1 & 2, P. 67 80 #1, P. 99; 83 #1, P. 103; 93 #2, P. 113; 160 #1, P. 200; 166 #2, P. 209; 180 #1, P. 226	Conf.	AV/V		
			MulMed-SndFS	Out the Window (Bowmar)	Conf./Listen/View	AV/V	Bowmar Phonoviewer Programs	
			Pic	The Earth, Home of People; Beginner's Book: Pictures 7, 20	Conf.	AV/V	Silver Burdett Co.	
			Guide-	Peabody Lang. Dev. - Level 1; Lessons: 31 #3, P. 40; 32 #2, P. 42; 45 #3, P. 56; 66 #1, P. 81; 85 #1, P. 105; 107 #1, P. 129; 115 #1, P. 140; 134 #1, P. 167; 144 #1, P. 180	Conf.	AV/V		
			Other	People in Action - Role Play-ing & discussion photographs for Elem. Soc. Studies: all pictures	Conf.	AV/V		
	4		Guide-WkBk	Ginn Elem. English I-2: Who-what-when-where, P. 56	Conf.	AV/V		
			Pic	The Earth, Home of People - Beginner's Book: Pictures 3, 7, 22, 8, 24, 10, 25, 14, 27	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 53 #1, P. 65; 68 #1, P. 83 (what, when, where, how); 141 #1, P.176; 140 #2, P.175 (child reports what, when, where, how.)	Conf.	A/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
8	4		Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 46 #2, P. 57	Conf.	AV/V	American Guidance Service	Dunn, Horton, Smith
	5		BkPupl	The Social Sciences - Concepts & Values (Blue) P.2-14, 24-32	Conf.	AV/V	Harcourt,Brace,Jovanovich	
			Other	BRL The World Around Us, Our Town Level 2, Book 1; big bk. only; use pictures, P. 48	Conf.	AV/V		
			Ditto Sten	Continental Press Ditto Masters Seeing Likenesses & Differences, Levels 1, 2, 3	IndSt	V/VW	Continental Press	
			BkProf	Lang. Motiv. Experiences for Young Children: P. 103, 217, 195 (Diff. between objects)	Conf.	AVT/VG		
			AudCrd	EFI Patterns in Phonic Series Set #7, #8, #9, #10, Likenesses & Differences	IndSt	AV/V	Electronic Futures, Inc.	
			Card	D L M : Same or different color cards #175	Conf./ EdGa	AV/VG		
			Guide	BRL The World Around Us, You & I, Level 1, Book 2; P. 2, 3 difference in objects	Conf.	AV/G		
			Guide	Bank Street Around the City: Teacher's Guide P. 99, "Word Analysis" #7	Conf.	AV/V	Macmillan	
			Guide	Bank Street Uptown, Downtown: Teacher's Guide pp. 374, 375, "Classification Skills" #1, 2	Conf.	AV/VG		
			Kit	Ginn Kit A - Building Pre-Reading Skills: P. 37, 38, 46, 50, 87	Conf.	AV/V	Ginn & Co.	
			Guide Kit	Peabody Lang. Dev. - Level 1; Lessons: 101 #2, P. 121; 90 #1 & 2, P. 171; 180 #2, P. 370; 135 #1, P. 168; 143 #1 P. 179; 142 #1, P. 177; 139 #2, P. 174; 137 #2, P. 171; 179 #1, P. 225	Conf.	AV/V		
			Cards	D L M Association Picture Cards III	Conf.	AV/V		

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STRAND # 4. SEMANTICS

							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
8	5		Cards	D L M Same or Different Size Cards	Conf.	AV/V	Developmental Learning Mtls.	
			Cards	D L M Association Cards I, II (ex: Difference between boats and cards)	Conf.	AV/V		
	6		Record	Making Music Your Own: Record IV-7 "If You're Happy"	Conf./ Listen	AV	Silver, Burdett Co.	
			Guide	BRL The World Around Us, You & I, Level 1, Book 1; P. 25, 26, 27	Conf.	AV/V		
			Record	The Best in Children's Literature: "The Five Senses," "My Bunny Feels Soft," "It's Really Nice"	Conf./ Listen	A/V		
			BkPupl	David Was Mad	Conf.	AV/V	Holt, Rinehart, Winston	Bill Martin, Jr.
			MulMed/ SndFS	Bowmar Phonoviewer Program, Early Childhood Series #11, "What Do You Say"	Conf./ Listen/ View	AV/V	Bowmar	
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 86 #2, P. 102; 164 #1, P. 207	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 70 #2	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level P; Lessons: 74 #1, P. 142; 85 #1, P. 161; 165 #3, P. 335; 164 #1 & 2, P. 207	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English I-1: P. M 47 #6, Interpreting word meanings	Conf.	A/V		
			Guide-WkBk	Ginn Elem. English I-2: Poetry as a means of expressing feeling, P. 45; Describes sensory impressions P. 49; Poetry & feeling, P. 48	Conf.	A/V		
			BkProf	Lang. Motiv. Experiences for Young Children; P. 52 verbalizing feeling; P. 57 #5 feeling when one is hurt-Dr's visit; P. 207 "Story with Singing."	Conf.	AVT/VC		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
8	7		Card	D L M : Spatial Relationship cards #125	Conf.	AV/V		
			AudCrd	Language Master: Word Picture Program, Set #3 Basic Concepts	Listen	AV/V	Bell and Howell	
			WkBk	Roberts English Series, Book 1, P. 90-91	IndSt	V/VW	Harcourt,Brace,Javonovich	
			Card	Tell Again Story Cards: The Three Billy Goats Gruff, Story Level II Act. #8 (In-on-beside-around)	Conf.	AV/V		
			AudCrd	EFI Patterns in Phonic Series Set #6 Directional Words	IndSt	A/V		
			Guide	Bank Street Around the City; Teacher's Guide P. 98, "Word Analysis" #6 (If child is unable to read, teacher reads directions)	Conf.	AV/VWG		
			BkProf	Lang. Motiv. Experiences for Young Children; p. 231 Game.	Conf.	AVT/VG		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 38 #1, P. 48; 113 #3, P. 138; 124 #2, P. 152; 171 #2, P. 214	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level P; Lessons: 136 #2, P. 269; 134 #1 & 2, P. 264; 143 #B-4, P.286.	Conf.	A/V		
			Guide	BRL The World Around Us, You & I, Level 1, Book 1: prepos. P. 60, 61, 62, 63, 65, 69, 70	Conf.	AV/V		
			Guida	Bank Street Uptown, Downtown; Teacher's Guide P. 84, "Additional Activities" #3; P. 221,	Conf.	AV/W		
				"Word Analysis" #5;	Conf.	AV/G		
				P. 222, "Word Analysis" #6.	Conf.	AV/W		
	8		Record	Susan Sings Songs, from Sesame Street: Side A, Band 5, Happiness	Conf.	A/V		

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STRAND # 4., SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
8	8		Kit	Ginn Kit A - Building Pre-Reading Skills; P. 50	Conf.	AV/V		
			Guide-WkBk	Ginn Elem. English - I-2: Abstract relationships, P. 29	Conf.	AV/VW		
			BkPupl	Now This, Now That	Conf.	AV/V	Holiday House	Howard Baer
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 56 #3, P. 68; 67 #1, P. 82; 136 #2, P.169; 35 #2, P. 45; 70 #3 & 4, P. 85; 75 #1 P. 91; 116 #2, P. 141; 117 #2, P. 143 7 #2, P. 10; 143 #2, P.179; 150 #2 P.188; 159 #1, P.199; 161 #2, P.202; 43 #2, P.54; 53 #2, P. 65; 58 #1, P.71; 73 #1, P.89; 94 #2, P.114; 98 #2, P.118; 108 #3, P.131; 119 #3, P.146; 132 #1, P.164; 135 #1, P.168; 137 #1, P.171; 139 #2, P.174; 142 #1, P.177; 21 #2, P.28; 99 #1, P.119; 108 #1 & 3, P.131; 112 #1, P.136; 123 #1 P.151; 125, P.154; 129, P.160; 146 #1, P.183; 149 #2, P.187; 153 #2, P.192; 162 #2, P.204; 163 #3, P.206; 170 #2, P.213; 172 #1, P.215; 177 #1, P.222; 178 #4, P.224; 34 #3, P.44; 40 #2, P.51; 77 #2, P.96; 92 #2, P.111; 95 #1, P.115; 97 #2, P.117	Conf.	AV/V		
9	1		Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 138 #1, P.172; 142 #2, P.177; 101 #1 & 2, P. 121; 136 #1 & 2 P. 169	Conf.	A/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
9	1		Guide	Bank Street - Uptown, Downtown: Teacher's Guide pp. 316, 317, "Word Analysis" #3, 4; pp. 374, 375, "Classification Skills" #1, 2	Conf.	AV/VW		
			BkProf	Lang. Motiv. Experiences for Young Children; P. 181, 172, 183, 182 (Grouping)	Conf.	AVT/VG	Rose Engel, L.A.City Schools	Rose Engel
			Guide	Ginn Elem. English I-1: P.M 36 Classification Charts	Conf.	AV/VW		
			Other	BRL The World Around Us, Level 2, Bk. 2-Big Book only; use pictures: P. 33	Conf.	AV/V	Behavioral Research Lab.	C. Buchanan
			Other	BRL The World Around Us, Our Town Level 2, Bk.1-Big Book only; use pictures: P.23, 24, 39, 40, 47, 71	Conf.	AV/V		
			Card	Introducing English: Unit 1, Lesson 6, P. 46, Oral classification	Conf.	AV/VG	Houghton-Mifflin	L. Lancaster
			Guide	BRL The World Around Us, You & I, Level 1, Book 2: P. 29, 30, 52, 53, 54, 55, 63	Conf.	AV/V		
			Cards	D L M Association Cards I (e.g. animals, clothing)	Conf.	AV/VG		
	2		Guide-WkBk	Ginn Elementary English I-1; pp. M44-45, 15 suggestions for motivating Oral Composition	Conf.	AV/VG		
			Guide-	Ginn Elem. English I-2; P. 10, esper.-related to safety P. 12, see in kitchen P. 21, describe pets P. 30	Conf.	A/V		
			Kit	Ginn Kit A - Bldng. Pre-Reading Skills: P. 27, 44, 61, 113, 135, 141, 158, 160, 162, 176, 185, 201, 210, 211, 226, 230, 234, 258	Conf.	AV/VG		
			Other	BRL The World Around Us, Our Town Level 2, Book 1, Big Bk. only; use pictures: Factual Story, P. 19	Conf.	AV/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	 AUTHOR
9	2		Guide	Bank Street Teacher's Guide to Readiness: P. 49, 50, Developing Exper. #4, (You may wish to do #3 first)	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 120 #1, P. 120; 91 #1	Conf.	A/V		
			Guide	Bank Street Uptown, Downtown: Teacher's Guide pp. 130, 150, 195, "Checking for Understanding" (Tchr. may read the story)	Conf.	AV/V		
	3		Guide	Bank Street Teacher's Guide to Readiness: P. 39, 40, Developing Exper. #1, 2	Conf.	AV/G		
			Other	BRL The World Around Us, Our Town Level 2, Bk. 1 - Big Book only; use pictures: P. 20, 41, Dramatize situation in picture	Conf.	AV/VG		
			Card	Tell Again Story Cards, Levels I and II	Conf.	AV/VG		
			Pic	The Earth, Home of People - Beginner's Book: pictures 8, 22, 29	Conf.	AV/V		
			Other	People in Action - Role Playing & Discussion Photo for Elem. Soc. Studies, all pictures.	Conf.	AV/V	Holt,Rinehart,Winston	F. & G. Shaftel
			FBMat	Instructo Flannel Board Stories (Use for Dramatization)	Conf.	AV/VG		
			Guide	Ginn Kit A - Bldg. Pre-Reading Skills: P. 212 "The Carnival"	Conf.	V/VG		
			Card	Words & Action: Role playing photo problems for young children	Conf.	AV/VG		
			Guide Kit	Peabody Lang. Dev. - Level 1; Lesson 25 #2, P. 33 (can use along with Tell Again Story Cards) "Billy Goat Gruff"	Conf.	AV/VG		
			Cards	D L M Sequential Cards III	Conf.	AV/VG		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
9	4		BkPupl	Where Am I?	Conf.	AV/V	Elk Grove Press	June Behrens
			Guide-WkBk	Ginn Elem. English - I-2, P. 53	Conf.	AV/V		
			WkBk	Roberts English Series, Book 1, P. 102	IndSt	V/W		
			Guide	Bank Street Teacher's Guide to Readiness: P. 234, "Rhyme Perception" #3	Conf.	A/V		
			Guide	Bank Street Uptown, Downtown: Teacher's Guide P. 281, "Word Analysis"	Conf.	A/V		
			BkProf	Lang. Motiv. Experiences for Young Children: P. 232	Conf.	AVT/VG		
			Record	Susan Sings Songs, from Sesame Street, Side B, Band 1, "Right in the Middle of My Face"	Conf./	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 57 #1, P. 57; 103 #2, P. 124; 73 #, P. 89; 178 #1, P. 224	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 5 #2, P. 7; 6 #2, P. 9; 8 #2, P. 11; 14 #3, P. 19; 39 #3, P. 50; 65 #2, P. 80; 106 #3, P. 127; 109 #1, P. 132	Conf.	AV/V		
			Guide Kit	Peabody Lang. Dev. - Level P; Lesson 130 P. 256 #B-3	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level P; Lessons 24 #2, P. 42; 34 #4, P. 61; 36 #1, P. 63	Conf.	AV/V		
			Cards	D L M Sequential Picture Cards I, II, III	Conf.	AV/V		
	5		Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies: All pictures (Holt, Rinehart, Winston)	Conf.	AV/V		
			Pic	The Earth, Home of People - Beginner's Book: All pictures	Conf.	AV/V	Silver Burdett Co.	
			BkPupl	The Social Sciences - Concepts & Values (Blue) P. 44, 56	Conf.	AV/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION	
							SOURCE	AUTHOR
9	5		WkBk	Roberts English Series, Book 1, P. 82, 83, 86, 87, 90, 91, 93, 96, 97	Write	AV/W	Harcourt,Brace,Jovanovich	
			Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; use pictures: P. 19, 20, 24, 25, 26, 27, 41	Conf.	AV/V		
			Other	BRL The World Around Us, Our Town Level 2, Bk. 1, big bk. only; use pictures: P. 30, 31, 34, 35, 37, 46, 47, 55, 59, 61, 63, 64	Conf.	AV/V		
			Guide-WkBk	Ginn Elem. English - I-2: P.7, 14, 16, 41, dramatization of pictured stories, old tales and events	Conf.	AV/V		
	6		Bk-Pupl or Bk/Prof	Any selected story (seasonal or otherwise) to be read aloud by the teacher	Conf.	A/VW		
			Record-Cas MultiMed	SVE Sound Filmstrip/Cassette Libraries: Children's Fairy Tales, Hero Legends, etc.	Listen	A/VW		
10	1		WkBk	Roberts English Series, Book 1; P. 36	Conf.	AV/V		
			Other	BRL The World Around Us, Level 2, Book 2, big bk. only; use pictures; P. 18, 59	Conf.	AV/V		
			Guide	Bank Street Uptown, Downtown: Teacher's Guide pp. 62, 97, 98 "Content & Vocabulary" #2, 3, 4	Conf.	AV/VW		
			Guide	Sounds of Numbers; P. 108 "One, Two, Three, Four"	Conf.	AV/V		
			Guide	Ginn Kit A - Bldg. Pre-Reading Skills; P. 38, "Little Duckling Tries His Voice."	Conf.	AV/V		
			Card	Tell Again Story Cards: Hoppity Rabbit, Level 2, Act.1	Conf.	AV/V		
			Guide	Ginn Elementary English I-1, P. 9	Conf.	AV/V		
			Cards	D L M Visual Memory Cards Levels I, II	Conf.	AV/V		

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Level	Item	ave	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
10	1		Cards	D L M Sequential Cards	Conf.	AV/V		
			Cards	D L M Association Picture Cards I, II	Conf.	AV/V		
			BkPupl	Sesame Street Book of Numbers Teach 1st, 2nd, 3rd, 4th	Conf.	AV/V	Little, Brown & Co.	
	2		Guide-WkBk	Ginn Elementary English I-1: P. M 47, #6	Conf.	A/V		
			Guide	Ginn Kit A - Bldg. Pre-Reading Skills; P. 281, The Classroom Pet Show	Conf.	A/V		
			Guide-	Peabody Lang. Dev. - Level 1; Lesson 128 #2, P. 158	Conf.	A/V		
			Guide	Real and Make Believe; T 148, T 177 (Calif. State Series)	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 87 #1, P. 147	Conf.	A/V		
	3		Guide-WkBk	Ginn Elementary English I-1; P. M51, "How Many Meanings"	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 145 #1, P. 181; 133 #1, P. 165; 131 #2, P. 163; 13 #2, P. 161; 126 #1, P. 155	Conf.	A/V		
	4		Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies: all pictures (Holt, Rinehart, etal)	Conf.	AV/V		
			Pic	The Earth, Home of People: pictures 7, 8, 17, 20, 22, 25	Conf.	AV/V	Silver Burdett Co.	
			BkProf	Lang. Motiv. Experiences for Young Children; P. 91, Cotton and Tongs Game	Conf.	AT/V		
			Record	The Best in Children's Literature: "The Five Senses"	Listen	A/V		
	4a		Guide	Sounds of Laughter; P. 103, "Choosing Shoes" Tchr. may have to read story and then discuss it.	Conf.	AV/V		
			Guide-	Ginn Elementary English I-1; P. M50, "How Would You Say It"	Conf.	A/V		
	a		Guide	Ginn Kit A - Building Pre-Rdg. Skills; P. 155, Unit 8, "The Zoo"; P. 167, Unit 9, Poems	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
10	4b		Guide - WkBk	Ginn Elementary English I-1; P. M51, Finding Look-Alikes	Conf.	A/V		
	b		Guide	Ginn Kit A - Building Pre-Reading Skills; P. 210-13, Unit 12, "The Carnival" Lesson A	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 111 #2, P. 135	Conf.	A/V		
			BkProf	Learning Time with Language Experience for Young Children P. 67-69	Conf.	A/V		
	5		Guide-WkBk	Ginn Elementary English II-2; P. 39	Conf.	AV/VW		
			Record	Walt Disney Presents: "Alice in Wonderland" Side 2 "Un-birthday Song"	Listen	A/V		
			Record	Making Music Your Own; Record I, "Happy Birthday"	Listen	A/V	Silver, Burdett & Co.	
			BkPupl	Illustrated Golden Dictionary for Young Readers	Conf.	AV/V		
			MulMed-Record-SndFS	Bowmar Phonoviewer Programs; Early Childhood Series #1, "What is a Birthday Child?"	Conf.	A/V		
	6		Kit	Study Center Kit-Listen.Exper. #17 (L. A. City Schools)	Conf.	AV/VW		
			Guide	Ginn Elem. English I-2; P. 55	Conf.	AV/VG		
			Guide	Introducing English: P. 274-Musical Chairs with colors; P. 275 - Color Bingo	Conf.	AV/VG		
			Guide	Sounds of Numbers; P. 62, "What is Pink?"	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English I-1; P.36 Use of page 36 - Teacher substitutes colors named in sequence P. M49, Color Upset, The Missing Color	Conf.	AV/VWG		

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							ADDITIONAL INFORMATION	
Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
10	6		Guide-Kit	Peabody Lang. Dev. - Level 1; Lessons: 17 #2, P. 24; 36 #1; P. 46; 37 #2, P. 47; 12 #1, P. 17; 11 #1 & 2, P. 16	Conf.	AV/V		
			Guide Kit	Peabody Lang. Dev. - Level P; Lesson 15, P. 27 #B-4	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level P; Lessons: 2 #4, P. 3; 9 #3, P.15	Conf.	AV/V		
				Lesson 149 #3, P. 299: Record 5, "The Color Song"	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level 2; Lessons: 29 #1, P. 49; 38 #3, P. 67	Conf.	AV/V		
			Record	Learning Basic Skills Through Music-Record, Vol. 1, "Colors" Side 1 - Band 1	Conf./ Listen/ MotDev	AV/VG		
			Record	The Sesame St. Record-Original Cast, Side 1, Band 9 "Green"	Conf./ Listen	A/V	Columbia Records	Children's Television Workshop
			BkProf	Lang. Motiv. Experiences for Young Children; P. 161, 178, 179, 219, 223 (colors)				
			BkProf	Learning Time with Language Experiences for Young Children P. 85-90	Conf.	AV/VG		
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, big bk. only; use pictures; colors, P. 38	Conf.	AV/V		
			Cards	D L M Color Association Picture Cards	Conf.	AV/V		
			Cards	D L M Same or Different Cards	Conf.	AV/V		
11	1		Guide	Bank Street My City: Teacher's Guide P. 178, Extending Comprehension #2	Conf.	AV/V		
			Cards	Ideal Classification - Opposites	Conf.	AV/VG	Ideal Co.	
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 29 #2; 110 #3; 119 #3	Conf.	A/V		
			FBMat	Milton Bradley Flannel Board Materials: Opposites	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
11	1		Kit	Instructo Activity Kit: Discovering opposites	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2: Lesson 126 #3, P. 213	Conf.	AV/VG		
			Kit	Study Center Kit - Listen. Exper., #37-opposites (L. A. City Schools)	Conf./ Listen/ IndSt	AV/VW		
	2		Card-Game	D L M : Story Telling Posters, P. 223 & Story Telling Cards	Conf.	AV/V		
			Guide	Ginn Elementary English II-1 P. 61	Conf.	V/V	Ginn & Co.	Reid & Crane
			Guide	Sounds of Laughter: P. 36, 93, 144, 191, 199	Conf.	AV/V		
			Card	Instructo - Words & Action	Conf.	AV/V		
			Other	BRL The World Around Us, Our Town Level 2, Book 1, Big Bk. only; use pictures, P. 50	Conf.	AV/V		
			Other	BRL The World Around Us, Level 2, Bk. 2, Big Bk. only; use pictures: P. 14, 35, 36	Conf.	AV/V		
	3		Kit	Try Kit; Task 1, 2, & 3	Conf.	AV/V		
			Card	Sequence Cards	Conf./ IndSt	V/VG	Milton Bradley	
			Card-Game	D L M Sequential Pic. Cards I #127, and III #162	Conf./ Ind St	V/VG		
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big Bk. only; Use pictures, P. 44	Conf.	AV/V		
			Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; use pictures, P. 1-8, 9, 10, 12, 13, 15, 16, 17, 18, 19; P. 51-56, P. 61-63, P. 65-67	Conf.	AV/V		
			Guide	Ginn Elementary English II-2 P. 29	Conf.	V/V	Ginn & Co.	Reid & Crane
			BkProf	Lang. Motiv. Experiences for Young Children; (story time) P. 200, 203	Conf.	AV/VG		
	4		Guide	Ginn Elementary English II-1 M56, 44. Read suggestions for motivating oral composition - for teacher's reference only	Conf.	AV/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
11	4		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 84 #1 & 2; 66 #1 & 2; 64 #1 & 3.	Conf.	AV/VG		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 36 #1; 38 #1; 68 #2; 82 #2; 86 #1; 92 #2; 96 #2; 158 #1; 168 #1	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 35 #4, P. 61; 76 #1, P. 129; 94 #1, P. 161	Conf.	AV/V		
			Card-Game	D L M Sequential Picture Cards III #162	Conf./ EdGa	AV/VG	Developmental Learning Mtrls	
	5		Guide	Ginn Elem. English; WkBk II-1 P. 43, riddles	Conf.	AV/VW		
			Guide-WkBk	Ginn Elem. English I-1: pp. 18, 27, 37, 39, Riddles	Conf.	A/V		
			Guide	Introducing English; Unit II, Lesson 28	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 62 #1; 125 #1; 107 #3; 167 #3; 128 #2	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 7 #3, P. 13; 37 #3, P. 64; 28 #2, P. 47	Conf.	AV/V		
	6		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 11 #1; 39 #3; 42 #3; 90 #1; 94 #3; 103 #2; 104 #2; 116 #3; 144 #2.	Conf.	AV/G		
				2 #3; 4 #3; 34 #3; 67 #3; 24 #3; 64 #3; 66 #1; 84 #2	Conf.	A/V		
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big Bk. only; Use pictures: Participate in dramatization, P. 43	Conf.	AV/VG		
			Card	Instructo Words and Action	Conf.	V/V		
			Guide	Sounds of Laughter: Grade 2, P. 43, 103, 95-101, P. 69, 68, 54, 40-52, P. 39	Conf.	AV/V		
			Guide-WkBk	Ginn Elem. English II-1; P. 44	Conf.	AV/V		

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STRAND # 4. SEMANTICS

ADDITIONAL INFORMATION

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	SOURCE	AUTHOR
11	7		Guide-WkBk	Ginn Elem. English II-2; P. 11	IndSt	V/W		
			BkPupl	The Social Sciences; concepts & values-Red Bk - P. 65 (Harcourt, Brace, etc.)	Conf.	AV/V	Harcourt,Brace,Jovanovich	
12	1		Guide	Roberts English Series, Book 2: pp. 116, 126	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-1 P. 7, 17, 20, 22	IndSt	V/W		
	2		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 56 #1; 152 #2; 156 #1; 167 #2	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level 2; Lesson 118 #2, P. 202	Conf.	AV/V		
			BkPupl	The Social Sciences - Concepts & Values - Red Bk., P. 126 (Harcourt, Brace, etc.)	Conf.	AV/V		
			Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies: all pictures (Holt, Rinehart, Winston)	Conf.	AV/V		
			Guide	Ginn Kit A - Building Pre-Reading Skills, Unit 1, Lesson P. 33, Unit 5 Lesson A P. 98, Unit 3 Lesson A P. 61	Conf.	A/V		
			BkPupl	The Social Sciences, Concepts & Values-Blue Bk.-P. 34-42 (Harcourt, Brace, etc.)	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-2; P. 66 "Reading the Story"	Conf.	AV/V		
	3		Cards	D L M Association Picture Cards I, II, III	Conf.	AV/V		
			Other	BRL The World Around Us, Our Town - Level 2, Bk. 1, Big Book only; use pictures: P. 64, 65	Conf.	AV/V		
			Guide	Sounds of Laughter; P. 36, 104, 170, pictures any other stories in book	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
12	3		Guide-WkBk	Ginn Elem. English II-1; P. 60	Conf.	AV/V		
			Other	BRL The World Around Us, Level 2, Book 2, Big Bk only; use pictures: P. 24, 27, 28, 38, 68	Conf.	AV/V		
			Guide Kit	Peabody Lang. Dev. - Level 2; Lessons: 101 #3; 107 #3; 140 #3	Conf.	A/V		
			Guide Kit	Peabody Lang. Dev. - Level 2; Lessons: 103 #1, P. 177; 83 #1, P. 140	Conf.	AV/V		
			Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies: All pictures (Holt, Rinehart, Winston)	Conf.	AV/V		
	4		Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 129 #1, P. 218	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 43 #2; 130 #2; 139 #1; 177 #2	Conf.	A/V		
			Guide	Sounds of Laughter, P. 192	Conf.	AV/V		
			Guide	Ginn Kit A Building Pre-Reading Skills, Unit 8, Lesson B, P. 145	Conf.	AV/V		
			Ditto-Sten	Ditto Masters - Seeing Likenesses & Differences, Levels 1, 2, 3 (Continental Press)	IndSt	V/W	Continental Press	
			Kit	Instructo Activity Kit -	Ed Ga	V/G		
			BkProf	Similarities - Ed. Game	Conf.	AV/V		
			BkProf	Lang. Motiv. Experiences for Young Children, P. 182	Conf.	AV/V		
	5		Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; Use pictures: P. 33, Use to write riddles.	Conf.	AV/VW		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 62 #1; 107 #3; 125 #3; 128 #2	Conf.	A/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
12	5		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 7 #2, P. 13; 37 #3, P. 64; 28 #2, P. 47	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-1 P. 43	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-2 P. 10, 68, 70	Conf.	A/V		
	6		Guide	Sounds Around the Clock; P. 90 Sounds of Language	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-1 P. 45	IndSt	V/W		
	7		BkPupl	The Social Sciences, Concepts & Values-Red Bk - P. 24-25-26	Conf.	AV/V	Harcourt,Brace,Jovanovich	
			Guide-WkBk	Ginn Elementary English II-1; P. 14, 15, 16, 43, 69	Conf.	AV/W		
			Guide-WkBk	Ginn Elementary English II-2; P. 18, 19, 20, 24, 57	Conf.	AV/W		
	8		Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; use pictures: P. 40, 44, 64, 69	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-1 P. 29, 64	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-2 P. 48, 57, 24, 18	IndSt	V/W		
			Guide	Roberts English Series, Book 2; P. 154	IndSt	V/W	Harcourt,Brace,Jovanovich	Roberts
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 101 #1; 139 #2	Conf.	A/V		
			Card-Game	D L M story telling posters ·223	Conf.	V/V		
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big Bk. only; use pictures: P. 30	Conf.	AV/V		
			Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies: all pictures (Holt, Rinehart, Winston)	Conf.	AV/V		
	9		Guide Kit	Peabody Lang. Dev. - Level 2; Lessons: 77 #1; 132 #1	Conf.	A/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
12	9		WkBk	Basic Goals in Spelling, Bk. 2 P. 130-133, Unit 31	IndSt	V/W		
			Guide	Roberts English Series, Bk. 2 pp. 112-113	IndSt	V/W		
			AudCrd	Language Master, Phonics Program Set #3	Listen	AV/V		
	10		Guide	Introducing English; P. 273, Item 273, Teacher dictates colors	Conf.	AV/WG		
			Guide	Peabody Lang. Dev. - Level P; Lesson 149, #B-3 (child writes names of colors from dictation.)	Write	A/W		
13	1		Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 154 #1, P. 260	Conf.	A/V		
			Guide	Roberts English Series, Book 2 P. 94	IndSt	V/VW		
			WkBk	Basic Goals in Spelling, Book 2; pp. 120-121, 138-139, 144-145, 150-151	IndSt	V/W		
			Other	People in Action - Role Playing & Discussion Photographs for Elem. Soc. Studies; all pictures (Holt, Rinehart, Winston)	Conf.	AV/V		
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big Bk. only; use pictures: P. 51, 52, 53, 59, 60	Conf.	AV/V		
					Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-2: Use of Page 61	Conf.	AV/W		
			Guide-WkBk	Ginn Elementary English II-1: P. 35	IndSt	V/W		
			BkPupl	The Social Sciences, Concepts & Values - Red Bk - P. 27 (Harcourt, Brace, etc.)	Conf.	AV/W		
			Pic.	The Earth, Home of People; Beginner's Bk., P. 7, 8, 11, 22	Conf.	AV/V	Silver Burdett Co.	
			Other	BRL The World Around Us, Level 2 - Book 2, big Bk. only; use pictures: P. 13, 30, 32, 51	Conf.	AV/V		

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SEQUENCES LANGUAGE

STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	ADDITIONAL INFORMATION AUTHOR
13	1		Guide	Sounds of Laughter, Teacher's Edition, Gr. 2 - P. 93; P. 36, P. 199, P. 191, P. 144	Conf.	AV/V		
			Cards	D L M Sequential Cards I, III-Tch omits final card	Conf./ IndSt	Av/W		
	2		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 100 #1; 134 #2 (as a lead-up to doing oral book reports.)	Conf.	A/V		
			Guide-WkBk	Ginn Elementary English II-2; P. 34	Conf.	V/VW		
			Guide	Ginn Kit A - Building Pre-Reading Skills: P. 265, P. 155	Conf.	V/V	Ginn & Co.	
	3		Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 72 #3, P. 88	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 100 #1; Lesson 134 #1	Conf.	A/V		
	4		Guide	SRA - Greater Cleveland, - Mathematics Program - Tchr. Guide Book #2, P. 160-171	Conf.	AV/VG	Science Research Associates	
			WkBk	Modern School Mathematics, Structure and Use, Lesson #7	IndSt	V/W		
			WkBk	SRA - Greater Cleveland, - Mathematics Program - Book 2, P. S221-S238	IndSt	V/W		
	5		Guide-Kit	Peabody Lang. Dev. - Level 1; Lesson 161 #1	Conf.	A/V		
			BkPupl	All Through the Year; Help Child select appropriate poetry. (Harper and Row)	Conf.	V/V		
			Guide	Sounds of Laughter; Have children choose a poem they enjoy and recite it.	Conf.	V/V		
			Guide	Roberts English Series, Book #3-A; Children choose a poem, they enjoy & recite it orally	Conf.	V/V		
	6		Other	BRL The World Around Us, Our Town - Level 2, Bk. 1; Big Bk. only: Use pictures: P. 59	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English II-2; P. 62	IndSt	V/VW		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
13	6		Guide	Ginn Kit A - Bldg. Pre-Reading Skills: P. 211-212, Unit 12	Conf.	AV/V		
	7		Guide	Roberts English Series, Book 2, P. 121	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-2; P. 20	IndSt	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 132 #1	Conf.	A/V		
	8		Guide-WkBk	Ginn Elementary English II-1; P. 33	IndSt	V/W		
			Other	Paper & Pencil: Have children fill in blanks i.e. The opposite of left is _____. (right) The opposite of day is ______. (night) The opposite of thin is ______ (fat). The opposite of this is ______ (that).	IndSt	V/W		
	9		Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 15 #1 & 3, P. 29	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 141 #3; 162 #1; 70 #2	Conf.	A/V		
			Guide-WkBk	Ginn Elementary English II-2; P. 26	IndSt	V/W		
			Guide	BRL The World Around Us, You & I, Level 1, Book 1: P. 25, 26, 27	Conf.	AV/V		
			Cards	D L M Sequential Cards I	Conf.	AV/V		
	10		Guide	Ginn Kit A - Bldg. Pre-Reading Skills - P. 105-07, Unit J, Lesson C	Conf.	AV/V		
			BkPupl	Better Handwriting For You, WkBk #2	IndSt	V/W		
			Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; use pictures; P. 22, 29, 47	Conf.	AV/V		
	11		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 47 #1, 87 #1	Conf.	A/V		
	12		Other	BRL The World Around Us, Level 2, Book 2; Big Bk. only; Use pictures: P. 15, 16, 23, 49, 69	Conf.	AV/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
13	12		BkPupl	The Social Sciences - Concepts & Values (Red Book) P. 18-19	Conf.	AV/V	Harcourt,Brace,Jovanovich	
			Other	BRL The World Around Us, Our Town - Level 2, Book 1, Big Bk. only; use pictures: P. 57, 60, 61, 64, 65, 66, 67, 68	Conf.	AV/V		
			Cards	D L M Sequential Picture Cards I	Conf.	AV/V		
			Pic	D L M : The Many faces of children posters. The Many faces of Youth Posters. Have children describe characters using descriptive adjectives.	Conf.	V/V		
			Card	Tell Again Story Cards: The Three Billy Goats Gruff. The Cat & The Mouse. Hoppity Rabbit Who Wanted Wings. Use descriptive adjectives to discuss characters.	Conf.	V/V		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 63 #1, P. 109; 103 #3, P.178;	Conf.	V/V		
14	1		AudCrd	Language Master: Phonics Program, Set #3	Listen	AV/V		
			Guide-Kit	Peabody Lang Dev. - Level 2; Lessons: 77 #1; 82 #1; 97 #1	Conf.	A/V		
			Game	Linguis Tricks: Hoppin Homophones - pairs of homophones	EdGa	AV/VG		
			Guide-WkBk	Ginn Elementary English II-2, P. 63	IndSt	V/W		
	2		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 52 #2; 58 #1 & 2; 68 #1 & 2	Conf.	A/V		
			BkPupl	The Social Sciences Concepts & Values (Blue Book), P. 113-126 (Harcourt, Brace, etc.)	Conf.	AV/V		
			Other	BRL The World Around Us, Our Town, Level 2, Book 1, Big Bk. only; Use pictures: P. 1	Conf.	AV/V		

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STRAND # 4. SEMANTICS

Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
14	2		Other	BRL The World Around Us, Level 2, Book 2, Big Bk. only; use pictures: P. 2, 3, 4, 12, 20, 31, 41, 42, 48	Conf.	AV/V		
			BkPupl	The Social Sciences - Concepts & Values (Red Book) P. 23 (Harcourt, Brace, etc.)	Conf.	AV/V		
			Guide WkBk	Ginn Elementary English II-2; P. 11, 12, 13 6, 7, 8 Throughout this book are references for this item.	Conf.	A/V		
	3		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 19 #2; 123 #3; 128 #3; 53 #3; 3 #3;	Conf.	A/G		
				Lesson 8 #3	Conf.	AV/G		
			BkPupl	The Social Sciences - Concepts & Values (Blue Book) P. 134-35 (Harcourt, Brace, etc.)	Conf.	AV/V		
			Guide-WkBk	Ginn Elementary English I-1; P. M49 - Left and Right (Simon Says)	Conf.	A/G		
			Guide	Introducing English; P. 268	Conf.	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lesson 173 #3, P. 291	Conf.	A/G		
			Cards	D L M Visual Memory I, II Teach Left to Right	Conf.	AV/VG		
	4		Guide-WkBk	Ginn Elementary English II-2; Role playing, P. 14, P. 15	Conf.	AV/VG		
			Other	BRL The World Around Us, Level 2, Book 2; Big Book only; use pictures: P. 25, 34, 35, 61	Conf.	AV/V		
			BkPupl	The Social Sciences - Concepts & Values - Red Book - P. 102, 103, 106, 108, 123, 139 (Harcourt, Brace, etc.)	Conf.	AV/V		
	5		Guide	All Through the Year: Teacher's Ed. P.T 84, P.T 245 (Harper & Row)	Conf.	AV/V		
			Guide	Sounds of Laughter; P. 170	Conf.	V/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
14	5		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 154 #2, 149 #1; 169 #2; 174 #2; 144 #2, P. 243; 134 #2, P. 227; 124 #2, P. 210	Conf.	A/V		
	6		Guide-WkBk	Ginn Elementary English II-1; P. 47	IndSt	V/W		
			Record	The Sesame St. Record-Original Cast, Side 2, Band 8 "Five People in My Family"	Conf./ Listen	A/V		
			Record	Susan Sings Songs, from Sesame St.-Side A, Band 4	Listen/ Conf.	A/V	Columbia Records	Children's Television Workshop
			Guide	Sounds Around the Clock; P. 59, P. 114-135	Conf.	AV		
			BkPupl	The Social Sciences - Concepts & Values - Red Book - P. 61-68, P. 80-85 (Harcourt, Brace, etc.)	Conf.	AV/V		
			BkPupl	The Social Science - Concepts & Values - Blue Book - P. 100-112	Conf.	AV/V		
			Guide	BRL The World Around Us, You & I, Level 1, Bk. 1; P. 7, 8, 9, 11, 12, 14, 15, 16, 17	Conf.	AV/G		
			Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 159 #1, P. 269; 165 #2, P. 278	Conf.	AV/V		
	7		BkProf	Learning Time with Language Experience for Young Children P. 95-97	Conf.	AV/VWG		
			Guide-WkBk	Ginn Elementary English II-1 P. 46	IndSt	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 2, Lesson 40 #2;	Conf.	AV/V		
				Lessons: 151 #3; 156 #3	Conf.	A/V		
	8		BkPupl	Chicken Soup with Rice	Conf.	AV/V	Harper and Row	Maurice Sen
			BkPupl	Going Barefoot	Conf.	AV/V	T. Crowell Co.	Aileen Fisher
			Guide-WkBk	Ginn Elementary English II-2; P. 39, M36	IndSt	V/W		
			Guide-WkBk	Ginn Elementary English II-1; P. 46	IndSt	V/W		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
14	8		Guide-Kit	Peabody Lang. Dev. - Level 2; Lessons: 151 #3; 21 #1; 40 #2 37 #1, P. 64	Conf.	A/V		
			Guide	Roberts English Series, Book #3-A; P. 185	Conf.	V/V		
15	1		Guide	Roberts English Series, Book #4-B, P. 18, 23, 28, 66, 80, 95, 101, 107, 156, 204, 254, 289	Conf.	AV/V		
			WkBk	Roberts English Series, #4-B P. 48	Conf./ Write	V/W		
			Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 137 #1; 102 #1; 114 #2; 162 #1	Conf.	A/V		
			Guide	Roberts English Series, Book A #3, P. 6-7, 129	Conf.	AV/V		
	2		BkPupl	Better Handwriting For You - Book 3, pp. 52, 59, Indenting	Write	V/W		
			Guide	Roberts English Series, Book #4-B, P. 4, 23, 55, 76, 113, 131, 145, 170, 191, 224, 236, 266, 295	Write	AV/VW		
			Guide	Roberts English Series, Book #3-A; P. 51, 64, 79, 21, 135, 154, 163, 213, 223, 245, 259, 289	Conf.	AV/VW		
			WkBk	Roberts English Series, #4-B; P. 9 - Indenting	Write/ Conf.	V/W		
16	1		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 79 #2; 84 #2; 152 #1; 159 #2	Conf.	A/V		
	2		Guide	Roberts English Series, Book #4-B; P. 11, 53, 85, 101, 124, 130, 223, 228, 235, 247, 252, 259, 264, 289-294	Conf.	A/V		
			Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 177 #1, 152 #1	Conf.	A/V		
			Guide	Roberts English Series, Book A #3, P. 64, 75, 86, 92, 95, 114, 128, 155, 173, 193, 204, 210, 216, 222, 241, 271	Conf.	A/V		

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Level	Item	Have	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
16	2		Guide	Sounds of the Story Teller; pp. 10, 11, 12	Conf./ InvEx	AV/W		
	3		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons 95 #2; 107 #1; 145 #1; 179 #2; 68 #2; 77 #1; 101 #3	Conf.	AV/V		
			Guide	Sounds of the Story Teller; pp. 22, 23, 36, 82, 113, 118, 136, 142, 143	Conf.	AV/V		
	4		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 13 #2, 82 #1; 97 #1; 88 #2; 92 #1; 95 #2; 101 #3; 177 #1; 152 #1				
			Guide	Sounds of the Story Teller; p. 16	Conf.	AV/V		
	5		Guide	Roberts English Series, Book A #3; pp. 85, 91, 97, 103, 149	Conf.	AV/V		
			Guide	Roberts English Series, Book #4-B, P. 17	Conf.	AV/V		
			Guide-Kit	Peabody Lang. Dev. - Level 3; Lesson 101 #3				
	6		Guide	Roberts English Series, Book A #3; pp. 64, 75, 149, 234				
			Guide	Roberts English Series, Book #4-B; pp. 23, 52, 79, 289				
17	1		Guide	Roberts English Series, Book #4-B, P. 10, 33, 38, 46-47, 52, 65, 72, 85, 107, 123, 215, 275, 281	Conf.	AV/V		
			Guide	Sounds of The Story Teller; P. 90	Conf.	A/V		
	2		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 86 #2; 98 #1; 108 #1; 166 #2	Conf.	A/V		
			Guide	Sounds of The Story Teller; pp. 10, 18, 20, 80, 89, 174, 254-255	Conf.	AV/V		

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Level	Item	Wave	TYPE	TITLE & PART	CENTER	MODE	ADDITIONAL INFORMATION SOURCE	AUTHOR
18	1		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 114 #3; 118 #1; 128 #1; 126 #2; 144 #3	Conf.	A/VG		
			Guide	Sounds of The Story Teller; pp. 72-77,80	Conf.	AV/V		
			Guide	Roberts English Series, Book #4-B; P.185,191,197,203-04	Conf.	AV/VG		
			FS	Hand Puppets: SVE-Art activities for Primary Grades	Conf./ View	V/VG	Society for Visual Education	Singer
	2		Kit	4. How The Telephone Works; 1. How We Use the Telephone	Conf./ Inv.Ex.	AV/V	Bell Telephone	
			Guide	Roberts English Series, Book #4-B; P.11,33,124,129,130,138	Conf.	AV/V		
	3		Guide-Kit	Peabody Lang. Dev. - Level 3; Lessons: 142 #1; 147 #1; 172 #1; 175 #1	Conf.	AV/VG		
			Guide	Roberts English Series, Book #4-B; P.35,39,54,80,85,107, 170,175,186,254,282	Conf.	AV/V		
	4		Guide	Roberts English Series, Book #4-B; pp. 53,66,80,101,107, 124,130,138,145,162,170,175, 186,197,216,223,229,247,253, 259,263,275,281,294	Conf.	AV/V		
	5		Guide	Sounds of The Story Teller; pp. 52,53,54,55,144	Conf.	AV/V		
			Guide	Roberts English Series, Book #4-B; P.2,66,101,113,162,197, 223,265,275,289	Conf.	AV/V		
	6		Other	Library Materials: Collects factual information for report, e.g. American Eagle	LibRes	V/W		
			WkBk	Basic Goals in Spelling - Book 3; P.38,48,76,110,136	Write	V/W		
			Guide	Sounds of The Story Teller; pp. 44-45, 70-71, 78-79, 146-147, 150, 204-205, 248	IndSt Write	AV/V		
	7		Other	Library Materials: Report includes title, author, type of book main characters, paragraph plot summary reaction	LibRes	V/VW		